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Editor's Column

Tara Behrend
The George Washington University

Do you know who to talk to if you want insider tips for the Annual Bowling Green Tractor Pull? What if you need help writing a grammatically correct essay about the best heavy metal bands? And, do you know anyone who can bake you award-winning desserts amidst a collection of Edmund Fitzgerald and John Deere memorabilia?

If you are lucky enough to know SIOP's Jen Baker, Senior Manager for Publications and Communications, you will be able to answer "yes" to all these questions. And these useful hobbies aren't the only reason you'll want to know Jen.

Jen's colleague, Linda Lentz, told me that Jen has a long history at the SIOP Administrative Office. She started in 2001 as a clerical assistant. Her responsibilities increased over the years to include providing support at the annual conference and managing graphic design. She was promoted in May 2018 to Senior Publications and Communications Manager and has responsibility for the Communications Department. She has three direct reports and two interns in her department. Among Jen's many responsibilities is making *TIP* work. When she's not replacing her car's brakes and rotors herself, of course.

Every issue, I get submissions for *TIP* from editorial columnists, committee chairs, and other SIOP members who have something to share with the I-O psychology community. All those submissions have to be wrangled into shape: proofread, formatted, checked for accuracy, and put online, and Jen is the one who makes it all happen. And for my part, I don't make her job any easier. As I write this, I am silently apologizing to her for all the split infinitives and run-on sentences that she will no doubt have to fix on my behalf.

Lucky for Jen, she won't have to deal with me much more—at least not regarding *TIP*.

I’m delighted to announce that **Steven Toaddy** will soon be beginning his term as *TIP*’s new editor. Steven, who sometimes goes by the Prince-like nickname of “./” is associate professor of I-O Psychology at Louisiana Tech. He has a long history with *TIP* as the author of the popular I-Opener column, where his wit and wisdom have been on display for many years. His students report that “He's is the best!” (sic) and “I could listen to him rant all day. “ I think that bodes well for future *TIP* readers.

Before Steven takes over, though, I have one last issue, and I’m delighted to present it to you. There are a number of themes present in these articles that are of broad interest to the SIOP community. In the International Practice forum, **Lynda Zugec** presents an interesting case study of a company dealing with challenges from automation. The future of assessment is tackled in a number of articles, including a feature from **Alex Casillas** and team, and a writeup of the upcoming LEC from **Nikki Blacksmith** and her team.

The annual conference is only a few days away, and several articles contain great information about how to make the most of it. If you’re a first-time attendee, make sure to read the TIP-TOPics column for good suggestions, and President Talya Bauer’s column is a comprehensive whirlwind of initiatives and projects to know about.

You will also see several articles that are both thought-provoking and controversial. **Mark Nagy** and **Daniel Schneider** tackle the thorny issue of licensure in the first part of a series. Members of Project GLOW argue for a more comprehensive perspective about living wage issues. Both are worth a read.

No matter where you start in this issue, you’ll find good stuff, which is due completely to the creative minds and generous spirits of SIOP members. Thank you for all you do, and I hope to see you at the conference soon!

Final Countdown to the Annual Conference

Talya Bauer

*Pictured here is the SIOP 2019 Conference Committee, led by **Scott Tonidandel** (University of North Carolina, Charlotte, Conference Chair), at the January planning meeting making sure everything is set for a fantastic conference at the Gaylord National Resort and Conference Center.*

This is my last presidential column, and I want to cover three things. First, I want to share some insight and excitement for the upcoming conference. Second, I highlight the many diverse ways you can get involved in SIOP and why I think it's important to do so. Finally, third, I want to welcome our incoming president and thank our outgoing trio members.

I am excited about our count down to the 2019 SIOP Annual Conference. It takes many people devoting so much of their time, attention, and expertise to put on such a large, diverse, and engaging event. One of the impactful, and fun, things the SIOP president gets to do is appointing the incoming SIOP Program chair. This person designs the SIOP Thursday Theme Track in their incoming chair role, and then they oversee the entire conference program the following year. I was delighted when **Elizabeth McCune** (Microsoft) agreed to serve SIOP in this capacity for the 2020 Annual Conference. Her program subcommittee has been hard at work on

the 2019 Theme Track which will be a day of programming on science-practice partnerships, collaborations, tools, and translations.

Theme track sessions will be held on Thursday in Potomac D and include:

- *Communicating Results in a Complex World* 10:30-11:50 am

- *Science-Practice Partnerships: Action and Education* 12:00-1:20 pm

- *Translating Complexity: From Science to Practice* 1:30-2:20 pm

- *Design Thinking for Improved Research Relevance* 3:30-4:50 pm

- *Disruptions Big and Small: The Future of Science-Practice in I-O* 5:00-5:50 pm

I look forward to seeing you there! These sessions are denoted in the program as

Better Together

I have tried to focus my time as SIOP president on the dual goals of strengthening SIOP from within while aggressively seeking to strengthen existing partnerships and forge new ones to enhance our impact and progress toward goals. From the SIOP Road Show to creating connections one email, one meeting, and one conversation at a time, this has been how I sought to help bring our strategic plan to life by generating enthusiasm and impact for both SIOP and I-O psychology. My previous *TIP* columns have addressed, and my SIOP opening plenary talk will address, many examples of this and I am looking forward to celebrating so many SIOP successes in this arena.

President Elect ***Eden King*** *(Rice University),* ***Arthur Evans*** *(CEO, APA),* ***Claudene Evans****, and myself at the 2018 LEC in Baltimore.*

Reflecting on my career, I have been volunteering with SIOP since my first term in my doctoral program when **Michael Campion** (Purdue University) was Program chair for the Annual SIOP Conference. This was a great way to get to know SIOP right away, and I enjoyed meeting **Rick Guzzo** (Mercer, Workforce Sciences Institute), Judy Olian (Quinnipiac University), and others on the program committee that year. But, not everyone has such a direct entry point into volunteering at SIOP. Because I feel so strongly that SIOP is better when we are all working together and because I wanted to demystify the process a bit, I felt it was important to focus a majority of my last presidential column on sharing many, wide-ranging ways that you can and should get involved in SIOP. In addition to the points below, several SIOP volunteers will be available to speak with you at every poster session in the exhibit hall. They will physically be at the last poster spot in each

session in front of a poster that includes a lot of the information about volunteering. Please stop by, ask questions, and say hi.

Get Involved!

Help advance Industrial-Organizational Psychology through personal advocacy, volunteerism, and more. Together we make all the difference!

Advocate and Promote I-O

- **Influence the US Government**: (from http://www.siop.org/Advocacy/)

  SIOP's government relations and public policy initiatives focus on raising awareness of the importance of industrial and organizational psychology science and research in policy discussions, educating federal and congressional policy makers, and providing SIOP members with a voice in our nation's capital.

SIOP Advocacy Planning Meeting in Washington, DC.

- **Inform High School and College Students About I-O**: (http://my.siop.org/GIT-Blog)

Would you like to get involved with GIT's efforts to educate more students about I-O psychology? Consider joining Bridge Builders! Bridge Builders is a subcommittee of the Education and Training committee of SIOP. The purpose of Bridge Builders to educate students at all levels from high school to college to graduate students (not in I-O) about what I-O psychology is. Volunteer by (a) speaking at high schools; (b) identifying dual enrollment programs.

- **Make a Difference in the World Using I-O** (http://my.siop.org/Portals/58/docs/Advocacy/volunteer_options_UN.pdf)

The Society for Industrial and Organizational Psychology (SIOP) United Nations team under **Julie Olson-Buchanan** (CSU Fresno) seeks to bring theory, research, and practice of work psychology to support the achievement of the United Nations mandates. Ways to get involved: (a) Join Global Compact; (b) create an annotated bibliography for one of the Sustainable Development Goals; (c) help the planet and register with SIOP's Corporate Social Responsibility and Prosocial/Humanitarian I-O Registry at http://my.siop.org/Advocacy/Corporate-Social-Responsibility

- **Serve Those Who Serve** (http://my.siop.org/Advocacy/Prosocial/Veteran)

Veteran employment and underemployment have become major problems for our nation. SIOP members are uniquely qualified to address it and thus have a positive impact on our nation's development. If interested, please contact **Kristin Saboe** (Boeing) at Kristin.Saboe@gmail.com

The SIOP Military Veterans Initiatives Task Force grew from member interests and expertise and we met in Washington, DC to formalize it within the SIOP governance structure.

Connect With Other I-Os

Join a local I-O group to find other people in your area with whom you can share your professional opinions, get career advice, and perhaps even mentor up-and-coming I-O psychologists. If there isn't a group in your area, start one!

Get involved with one of SIOP's interest groups such as Committee for Ethnic and Minority Affairs, International Affairs, LBGT Committee, and/or the Women's Inclusion Network. Information regarding how you can get involved as a member or ally can be found on the SIOP website.

Serve on a SIOP committee

SIOP encourages its members to take an active role in the Society. Although there are many ways to participate in SIOP, serving on a standing committee is one of the best ways to serve the Society and to learn about the issues that confront SIOP as an organization. Committee members are recruited through the SIOP Volunteer Service (SVS). **Watch for an email in May inviting you to sign-up for a committee. Recruitment for committees continues through the end of June.** For a list of all of SIOP's formal committees, visit http://www.siop.org/siop_committees.aspx

A special note for students: Most committees can only accept one student member, so sign up early!

SIOP Volunteers tackle specific issues as well as ongoing governance and have fun at the same time. ***Paul Sackett*** *(University of Minnesota),* ***Nancy Tippins*** *(Tippins Group), and* ***Marianne Ernesto*** *(APA) are a great case in point.*

Volunteer and Engage With SIOP

- Participate in the SIOP Media Resources Directory. SIOP regularly receives requests from the media regarding topics that our members research. Sign up for this directory if you are willing to speak with the media by accessing your membership account and clicking the link for "Manage Privacy and Opt in/Out" on the right-hand side of the screen.

- Contribute to SIOP publications: Both *TIP* and the *IOP Journal: Perspectives on Science and Practice* encourage submissions addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology.

- Help at the Conference: Once a year during the Annual SIOP Conference, we are looking for Student Affiliates to assist at the Registration Desk, in the Exhibit Hall, giving directions, and so forth. Please watch for notices regarding this about 2 months prior to the Conference or check the volunteer box on your Conference registration form.

*Volunteers and presenters for I-O at APS****, Tara Behrend*** *(George Washington University),* ***Berrin Erdogan*** *(Portland State University, APS I-O program chair in training), myself, and* ***Suzanne Bell*** *(DePaul University) enjoying the view of San Francisco and the Golden Gate Bridge at the APS President's Reception.*

- Occasionally SIOP receives a request for a presentation about I-O psychology to college students, or to staff a table at a career fair. Generally, the Administrative Office will search our Membership Directory for members who live in the vicinity and reach out.

Donate

- Your tax-deductible gift to the SIOP Foundation will ensure ongoing funding for research, awards for excellence, and financial support for outstanding doctoral students. Please give generously to the Foundation to provide support for the advancement of the science and practice of I-O psychology.

Welcome Eden King as Incoming SIOP President

Please help me in welcoming **Eden King** (Rice University) as she moves from SIOP president-elect to SIOP president. She will take over the reins at the end of the upcoming conference. I am looking forward to her year as president and supporting her in my role as immediate past president. She brings great passion and expertise to the role. She is thoughtful, decisive, supportive, and direct, which are characteristics that have and will continue to serve SIOP well. In addition, she is widely published on the topics of climate initiatives, selection systems, and diversity and inclusion, and her work has consistently been picked up

by the popular press and news outlets such as the *New York Times, Good Morning America,* and the *Harvard Business Review.* In Eden, we have a fantastic representative for SIOP moving forward.

Welcome Eden!

(*Pictured above left to right: SIOP Past Presidents **Mort McPhail**, **Fred Oswald**, myself, and Incoming President **Eden King***.)

Special Thanks to Past Presidents Mort McPhail (2016-2017) and Fred Oswald (2017-2018)

As I mentioned in my first *TIP* column, SIOP is governed by an Executive Board of elected APA representatives, committee portfolio officers, and a financial officer, who are overseen by the SIOP presidential trio (current president-elect, president, and immediate past president). This ensures that decisions are not made in isolation as key decisions such as task force formation are not solely made by one person. It also means that new presidents are onboarded by experienced individuals who have done the job and can offer important context and information as well as counsel and advice.

I am grateful for the many hours that **Mort McPhail** invested in helping me onboard into my role as president-elect. Every interaction in person or on the phone left me with even more respect for the depth of his kindness, insights, and wisdom. His humor, humility, and honor are a unique and wonderful combination, and I already miss having fewer excuses to speak with Mort regularly (although he never fails to pick up the call when I do reach out).

As I noted in last year's opening and closing plenaries, I could not be more pleased than to have worked so closely with **Fred Oswald,** who is an amazing individual and amazing champion of both the science and practice of I-O psychology. He is an amazing individual who just rolls up his sleeves and gets things done. Fred is kind, clear, and does not shy away from anything he can do to help SIOP become stronger. Following in his footsteps was a true pleasure and I count myself as fortunate for having had Fred as an integral part of my presidential trio. At the conclusion of my term as SIOP president, I wanted to take a moment to thank Mort and Fred formally for their donation of time and energy to SIOP and for their friendship and partnership.

Thank you Mort and Fred!

On the Legal Front: What to Expect from OFCCP and EEOC in 2019

Joanna Colosimo & Rosemary Cox, DCI Consulting Group, Inc.

Within the Department of Labor's (DOL) Office of Federal Contract Compliance Programs (OFCCP) and the Equal Employment Opportunity Commission (EEOC), there have been important policy, enforcement, and leadership changes. This article provides insight into how new leadership within EEOC and OFCCP has impacted the design, implementation, and monitoring of EEO enforcement. Specifically, we will review EEOC leadership changes and policy updates as well as OFCCP leadership changes and directives, with a focus on pay equity enforcement, outreach, and a forecast for 2019.

EEOC: Recent Updates

EEOC enforces eight laws. Five politically appointed members, including the chair, vice chair, and three commissioners, lead the agency and provide strategic direction. At the time of this submission, EEOC continues to be led by (in an acting capacity) long-time Commissioner Victoria Lipnic. Charlotte Burrows, who was nominated by President Obama in 2014, is currently an active EEOC commissioner, with her term set to expire July 2019. However, there are currently three vacant EEOC commissioner positions.[1] In January 2019, President Trump resigned documents for the nomination of Janet Dhillon to be the EEOC chair for a term expiring July 1, 2022, to replace former Chair Jenny R. Yang. Dhillon most recently served as general counsel of Burlington Stores, Inc., until July 2017. She served in a similar role at three *Fortune* 500 companies and practiced law at Skadden, Arps, Slate, Meagher & Flom LLP for 13 years. Her nomination is pending appointment at the time of this article submission. EEOC Commissioner Chai Feldblum, who was nominated by President Obama in 2009, was renominated by President Trump but not reappointed. Her reappointment was blocked by Senator Mike Lee of Utah. Ms. Feldblum was a former law professor and a well-known activist for disability and LGBTQ rights. With Feldblum's departure from EEOC, the agency is currently operating with only two of the five commissioners, with three positions technically vacant or pending appointment. With no quorum, EEOC may now be limited in undertaking new actions or creating new policies (Fitzsimons, 2018).

In addition, the President also renominated Sharon Fast Gustafson to be the EEOC's General Counsel for a term of 4 years. If confirmed, she will replace P. David Lopez, who resigned at the end of 2016. Gustafson was counsel for Peggy Young in the U.S. Supreme Court's 2014 ruling in *Young v. United Parcel Service*, which involved light duty policies and pregnant employees. At the time of this article submission, the general counsel appointment is also pending.

Although the current commission has a total of four vacant positions (three Commissioners and the general counsel), EEOC continues to consider sexual harassment a policy priority. Employers and regulators alike have been challenged to strategically respond to the emergent issues in the #metoo era, with increased emphasis on swiftly addressing individual complaints of harassment or discrimination based on sex, tackling systemic or cultural issues that perpetuate this behavior, and enacting consequences for organizations and individuals who are commensurate with the offenses. Although these issues are far from new, the level of scrutiny is at an all-time high. In fiscal year 2018, EEOC received an increased budget and restored staffing levels to address harassment complaints (Ogrysko, 2018). Additionally, in 2017, EEOC rolled out its first employer training initiatives, "Respect in the Workplace" and "Leading for Respect," which are specifically aimed at addressing civility and sexual harassment/assault in business environments. This training has been well received and will continue to be a focus in the agency's outreach efforts. According to the 2019 EEOC Budget report, EEOC will continue to utilize their YouTube

Channel to provide educational videos and a new “Newsflash” series. EEOC plans to increase outreach by 20% in 2019 overall (EEOC Congressional Budget Justification, FY 2019), with many of the outreach efforts focused on antiharassment.

OFCCP: Recent Updates

OFCCP is an office within the Department of Labor that enforces Executive Order 11246, Section 503 of the Rehabilitation Act of 1973 and the Vietnam Era Veterans Readjustment Assistance Act (VEVRRA).[2]

In December 2017, Ondray Harris, a former Deputy Chief of Employment Litigation at the Department of Justice, was appointed by the Trump administration to lead the Department of Labor’s OFCCP. By August 2018, he was no longer the director and was replaced in an acting capacity by Senior Advisor Craig Leen, a former city attorney for Coral Gables, FL. On December 26, 2018, as anticipated, Craig Leen officially became the director of OFCCP.

As director, Leen has prioritized enhanced transparency and the need for change in the way the agency monitors and enforces contractor compliance. In the beginning of 2018, he announced four pillars, or pinnacles, that the agency would address: transparency, certainty, efficiency and recognition. By the end of 2018, nine new directives had been released in light of OFCCP’s new vision. It is important to note that a directive is subregulatory and nonbinding; directives only provide general guidance.

As of the date of this article, OFCCP had released 13 new directives. The table below provides a brief description of each directive. To review each directive in full, visit the OFCCP Directives webpage.[3]

Directives	Summary
2018-01 – Use of Predetermine Notices (PDNs)	Requires OFCCP to issue a Predetermination Notice (PDN) prior to the issuance of a Notice of Violation (NOV).
2018-02 – TRICARE Enforcement Activities	OFCCP issued a 2-year extension of the 5-year moratorium on enforcement of the affirmative obligations of TRICARE providers. Moratorium will now expire on May 7, 2021. Also applies to Veterans Affairs Health Benefits Program providers.
2018-03 – Religious Directive	Instructed Staff to Respect Contractors' Religious Beliefs in Enforcing Executive Order 11246 and incorporates recent developments in the law regarding religion-exercising organizations and individuals.
2018-04 – Focused 503 and VEVRAA Reviews	Details below.
2018-05 – New Compensation Directive	Details below.
2018-06 – Contractor Recognition Program	Details below.
2018-07 – AAP Verification Initiative	Details below.
2018-08 – Transparency in OFCCP Compliance Activities	Encouraged and explained how OFCCP agents and officials can conduct fair and transparent OFCCP compliance evaluations, with a focus on efficiency and consistency.
2018-09 – OmBud Service	Announced a planned implementation of an OmBud Service in the national office to facilitate the fair and equitable resolution of specific types of concerns raised by OFCCP external stakeholders in coordination with regional and district offices.
2019-01 – Compliance Review Procedures (rescinds 2011-01)	Provided notice that OFCCP will conduct compliance reviews in accordance with the Federal Contract Compliance Manual and recent directives, and is rescinding DIR 2011-01, *Active Case Enforcement (ACE) Procedures*.
2019-02 – Early Resolution Procedures (ERP)	ERP provides a mechanism for OFCCP to maximize its resources for the benefit of the agency, federal contractors, and workers. For all compliance evaluations in which a Pre-Determination Notice (PDN), Notice of Violation (NOV), or Show Cause Notice (SCN) has not been issued as of the effective date of this directive, OFCCP staff may seek to resolve violations through the ERP and work with the contractor to develop corporate-wide corrective actions
2019-03 – Opinion Letters and Help Desk	Announced that OFCCP will provide additional compliance assistance and guidance regarding OFCCP's laws and regulations in a manner that employees and employers can easily access and

	reasonably rely upon, as they seek to understand their rights and obligations under the law.
2019-04 – Voluntary Enterprise-wide Review Program (VERP)	Communicated that OFCCP will pursue a VERP that facilitates and confirms enterprise-wide (corporate-wide) compliance by high-performing federal contractors and those aspiring to reach the top through individualized, corporate-wide compliance assistance. The VERP will officially recognize the outstanding efforts of its top-performing contractor participants and remove VERP participants from the pool of contractors scheduled for compliance evaluations.

There are four directives in particular that will drive OFCCP's efforts in 2019. These four directives were discussed by Director Leen in November 2018 during the testimony to the U.S. Commission on Civil Rights during their public briefing: *Are Rights a Reality? Evaluating Federal Civil Rights Enforcement*.[4]

1. *Directive 2018-07 – Affirmative Action Program Verification Initiative*

Currently, OFCCP audits only 1-2% of contractor establishments per year[1] and often times the agency audits the same contractor multiple times across establishments. According to OFCCP, of the roughly 120,000 establishments across 25,000 federal contractors under OFCCP jurisdiction, many contractors are not fulfilling their affirmative action and compliance obligations. On the contrary, OFCCP believes that many federal contractors are not conducting the basic compliance requirements unless they receive an audit scheduling letter.

OFCCP is working with the General Services Administration (GSA) to gain access to the System for Award Management (SAM) database.[2] Contractors are currently required to certify that they have prepared an Affirmative Action Plan (AAP) in the SAM system at the time of obtaining or renewing a federal contract. Once accessed, OFCCP would likely use that same database to require contractors to certify *annually* that they have completed their AAP. Those organizations who mark "No" or "Not applicable" in the SAM database will be considered as a priority for an OFCCP audit. If a contractor marks "Yes," they may be neutrally audited or receive a "compliance check," which is a truncated and less burdensome audit of compliance practices. The longer term goal of OFCCP is to create a database to collect an AAP from every contractor in the U.S. and determine a more effective way to review the contractor establishments each year.

2. *Directive 2018-04 - Focused reviews of Contractor Compliance with 11246, 503 & VEVRRA*

OFCCP currently covers 10 protected classes, of which only women, minorities, protected veterans, and individuals with disabilities (IwD) are currently reviewed together in a combined audit process. In addition to these "full" audits, in 2019, OFCCP would like to begin conducting focused reviews that evaluate a single protected group, starting with IwDs. In fiscal year 2019, OFCCP will conduct 500 focused reviews of contractor headquarter locations. OFCCP Director Leen has stated that "because of the way we collect data we can only do statistical audits on sex and race." The principal goal here is to increase IwD employment. Director Leen hopes that, through these focused reviews and the education that comes from them, employers will seek to go above and beyond legal requirements in granting accommodations and hiring in order to better support the IwD population. He said that "when an employer is adversarial, people will not disclose, essentially indicating that individuals with disabilities are less likely to self-disclose their status to their employer." When on site at an employer establishment for focused audits,

OFCCP will interview ADA coordinators, EEO officials, and employees with disabilities who are willing to be interviewed. Contractors who are showing progress and showcasing best practices could be recognized by an awards program.

3. Directive 2018-06 – Contractor Recognition Program

For those in the federal contractor community, many remember the old "EVE" award where contractors could apply for recognition and, if selected, receive an award and a moratorium on audits for a 2-year period. Under the leadership of Director Leen, OFCCP is revisiting contractor awards. Although there is little information regarding the specifics of this program, the purpose of the program is:

> *To recognize contractors with high-quality and high-performing compliance programs and initiatives. These programs should have a record of accomplishment related to nondiscrimination and providing applicants and employees with equal employment opportunity under the laws enforced by OFCCP. To highlight specific contractor programs and initiatives that are innovative, have achieved demonstrable results, and that could be taught or incorporated into contractor peer mentoring programs*.[3]

This directive shows the willingness of the new OFCCP leadership to recognize and reward contractors for their work, which we have not seen for a long time.

4. Directive 2018-05 – Analysis of Contractor Compensation Practices During a Compliance Evaluation

On August 24, 2018, OFCCP released the much-anticipated new compensation guidance via Directive 2018-05.[5] The highlights of this directive include:

- An emphasis on one set of rules across regions and compliance officers;
- That employees will be grouped based on a "similarly situated" standard, consistent with Title VII, although there are concerns with the use of pooled regressions via what is known as a *pay analysis group*;
- A clarification that market data can be a variable in a regression model, and that age can be a proxy for prior experience (both of which are "wins" for employers);
- The standard for both statistical and anecdotal evidence will be the norm but not an absolute requirement;
- A reiteration that all forms of compensation (e.g., base pay, bonus, overtime earnings) can be analyzed by OFCCP and that training/advancement opportunities and steering/placement issues will be investigated;
- A clarification of OFCCP's analysis protocol;
- An attempt to increase transparency during OFCCP audits.

This new directive is both helpful and reasonable in a variety of ways. However, some entities in the federal contractor community have particular concerns related to how OFCCP will approach pay groupings and regression modeling. The directive favors broad groupings, pooled regression techniques, and the use of structural variables to similarity situate employees. Although these approaches may be appropriate in some circumstances, similarly situated employee groupings may be more appropriate in other circumstances, particularly when a pooled regression is incorrectly specified.

An additional concern is that the directive suggests and supports OFCCP analyzing multiple years of compensation data by stating, "*OFCCP may have other reasons (such as similar patterns of disparity in multi-*

ple years or multiple establishments) to pursue a particular case without anecdotal evidence.”[6] Examining multiple years of compensation data is a complicated analysis and may be a heavy burden for federal contractors to anticipate proactively, as the requirement for a contractor is to conduct an annual evaluation of compensation.[5] The regulations do not require federal contractors to examine salary trends over multiple snapshots or on a longitudinal basis.

A final concern is that OFCCP states that they will control for job title and other structural variables in the model but *only for job titles that have 5 or more employees*. The agency will then take those titles representing fewer than five people and assign them to an “other job” group. How similar these jobs might be and whether it is appropriate to compare them is an open question.

OFCCP’s Directive 2018-05, if nothing else, brings transparency to OFCCP’s approach during a desk audit review of compensation information. Although the directive and relevant FAQs still allow and encourage the use of pay analysis groups and pooled regression, contractors now have a glimpse into how OFCCP is conducting compensation evaluations, even if contractors may choose different approaches for proactive pay equity programs for their own organization’s assessment of compensation related decisions.

Although both of these agencies have an enforcement responsibility, OFCCP and EEOC have stated that 2019 will be a year for employer outreach. EEOC has highlighted initiatives to increase outreach by 20% this fiscal year. OFCCP in particular recognizes the importance of striking the right balance between compliance evaluations and enforcement, and offering contractors assistance to promote voluntary compliance with nondiscrimination and equal employment opportunity requirements. Compliance assistance will take various forms including; formal training webinars and seminars, and the use of infographics that demonstrate compliance concepts, procedures, and processes. Additional ways that OFCCP will deliver assistance include providing access to a toll-free help desk phone line for one-on-one assistance; developing various tools, templates and samples; publishing technical assistance guides; creating a larger digital outreach presence; sponsoring various regional and district office events for contractors; and routinely participating in contractor events and conferences (OFCCP Congressional Budget Justification, FY 2019).

Forecasting 2019

In summary, what can employers expect for 2019? EEOC may see a confirmation on Janet Dhillon to head the agency, pending a vote in the U.S. Senate at the time of this article submission. It is also reasonable to expect more outreach from EEOC related to harassment and civility in the workplace.

With regards to OFCCP, we can expect more directives and policies in an effort to enhance transparency. Federal contractors can likely expect more audits from OFCCP. Specifically, OFCCP is planning on scheduling 3,500 total audit this fiscal year, which is the first time OFCCP has had more than 3,000 compliance evaluations since fiscal year 2014. The 3,500 scheduled audits include 500 focused reviews for individuals with disabilities (Avila & Bowman, 2019). OFCCP will also likely continue to focus on pay equity enforcement, with more transparency around their analysis methodology than before in light of their new compensation directive.

Notes

[1] U.S. Equal Employment Opportunity Commission. https://www.eeoc.gov/eeoc/commission.cfm
[2] Office of Federal Contract Compliance Programs. https://www.dol.gov/ofccp/aboutof.html
[3] Office of Federal Contract Compliance Programs. https://www.dol.gov/ofccp/regs/compliance/directives/dirindex.htm
[4] Are Rights a Reality? Evaluating Federal Civil Rights Enforcement. November 2, 2018, U.S. Commission on Civil Rights. Washington, DC. https://www.usccr.gov/press/2018/09-27-Evaluating-Enforcement.pdf
[5] The OFCCP audits establishments using a neutral selection process
[6] https://www.sam.gov/SAM/
[7] United States Department of Labor. (August 24, 2018). *Directive (DIR) 2018-06*. Washington, D.C. https://www.dol.gov/ofccp/regs/compliance/directives/Dir2018-06-ESQA508c.pdf
[8] United States Department of Labor. (August 24, 2018). *Directive (DIR) 2018-05.* Washington, D.C. https://www.dol.gov/ofccp/regs/compliance/directives/dir2018_05.html
[9] United States Department of Labor. (August 24, 2018). *Directive (DIR) 2018-05.* Footnote 7. Washington, D.C. https://www.dol.gov/ofccp/regs/compliance/directives/dir2018_05.html
[10] 41 CFR §60-2.10 (a) (2)

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Joanna has extensive experience working with *Fortune* 1000 clients to conduct and interpret complex adverse impact, utilization, and systemic compensation discrimination analyses. Often, these analyses are conducted in response to formal high-stakes investigations initiated by federal EEO enforcement agencies. Prior to joining DCI, Joanna worked on the creation and implementation of compliance and Affirmative Action programs in the private sector. She also has project management experience for the validation of corporate-wide selection testing and various organizational justice programs.

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Rosemary holds an MSA in Human Resources from Central Michigan University and has senior certifications through SHRM, HRCI, AAAED, and the State of Ohio. With 20 years of human resource compliance experience, she supports a variety of corporations in various industries, writes for the DCI Blog, conducts webinars and training.

Rosemary is a member of several professional organizations including the Ohio Industry Liaison Group (OILG), Society for Human Resource Management (SHRM), American Association for Access Equity and Diversity (AAAED).

**The Pros and Cons of Interdisciplinarity as a Junior Academic:
How to Decide When it's Worth it**

**Dorothy R. Carter & Hayley M. Trainer
The University of Georgia**

A little over 2 weeks ago, I (Dorothy) traveled for many hours in order to attend a fascinating small group meeting in Berlin, Germany where I presented research that my graduate student and coauthor of this column, Hayley Trainer, and I are working on together related to leadership networks and gender. The conference was organized and hosted by a multidisciplinary group of researchers, including Professor of Evolutionary Psychology, Work and Organizational Psychology Mark van Vugt and scholars from fields like Biology, Zoology, and Anthropology, who are interested in laying a foundation for research on "female leadership in human and other mammalian societies." I thoroughly enjoyed meeting, talking with, and learning from these amazing researchers, and I left feeling incredibly inspired and full of fresh ideas. Then, last week, we (Dorothy & Hayley) traveled a much shorter distance to attend another fascinating conference in Pine Mountain, Georgia hosted by the Georgia Clinical and Translational Science Alliance (CTSA). The Georgia CTSA, which is funded by the National Institutes of Health, aims to accelerate clinical and translational research, education, and community engagement in Georgia and beyond and, in particular, speed the translation of observations in the laboratory, clinic, and community into interventions that improve public health. Hayley and I attended this conference in our capacity as part of the "evaluation and continuous improvement" team that helps ensure the Georgia CTSA system is meeting its objectives and also because we are collecting and analyzing data related to "scientific teamwork" using CTSA scientists as our sample. Hayley and I left this conference with a clearer picture of how to frame our paper and also how to contribute to the bigger picture goals of the project.

To us, participating in both of these conferences was "worth it," and in fact (we hope) the experiences we had enhanced the research and ideas we are working on currently. However, any time you attend a conference—and especially a conference outside of your "area" of expertise—there are costs associated. There are only so many hours in the day, and as a junior academic (i.e., grad student, assistant professor on the tenure track), it is important to make effective choices about how you spend your time.

So, these experiences got us thinking: *How could we make the "right" choices that are "worth it" in terms of attending interdisciplinary conferences (or disciplinary conferences outside of your area) and, more broadly, conducting interdisciplinary research?* To clarify, the National Science Foundation defines interdisciplinary research as a mode of research by individuals or teams that "integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice." The rest of this column summarizes the conversations Hayley and I have had over the past week and a half related to interdisciplinary conferences and conducting interdisciplinary research. We hope you find our conclusions useful!

Pros

1) Thinking beyond your discipline may help you achieve your "proximal" (i.e., individual, disciplinary group) goals.

For many of us in academia, publishing our research findings in "top-tier" disciplinary outlets respected by our close peers and having a substantial impact (e.g., citation count) on science are top priorities that are reinforced by our reward structures (e.g., job opportunities, tenure, awards, etc.). The good news is, thinking about and engaging with people and ideas outside of your specific discipline can *help* you achieve those proximal goals. In fact, some of the *highest* impact publications are those that leverage deep disciplinary expertise from *different* domains in novel ways (Uzzi, Mukherjee, Stringer, & Jones, 2013). There are many ways in which thinking beyond your discipline can help you achieve your proximal research goals. For example, presenting your research at interdisciplinary conferences may allow you to gain feedback and critiques from scholars with different perspectives. Scholars from other domains may point you in the direction of research that is beyond the top-tier disciplinary publications you usually read but that could be useful as you conduct your research. Attending interdisciplinary conferences can also provide you with the opportunity to learn about new research methods, statistical approaches, and theories. For example, the Interdisciplinary Network for Group Research (INGRoup) annual conference that we both attend each year—which attracts scholars from communications, engineering, management, and psychology—offers preconference workshops on cutting-edge methodologies for studying groups and teams. You may become better aware of the limitations of your current knowledge and the ways in which the assumptions you are making about how to "do science" may not hold across disciplines. For example, while I (Dorothy) was attending the conference in Berlin, one interesting discussion centered on the way that biologists leverage observational techniques to study leadership networks in animal populations, whereas I-O psychologists typically rely on self-report surveys to understand and map patterns of leadership relationships among employees. Both groups took something new away from that discussion. Sometimes these types of conversations can reignite your creativity, and sometimes they can lead to collaborative and productive partnerships.

2) Thinking beyond your discipline may help you contribute to more distal bigger picture goals that help society

More broadly, thinking beyond your discipline can help you contribute to the bigger picture "superordinate" goals that we all (hopefully) care about. The really important '"grand" challenges facing organizations and societies—related to things like resource scarcity, political instability, economic volatility, and social upheaval—are inherently interdisciplinary (George, Howard-Grenville, Joshi, & Tihanyi, 2016). For example, the changing climate doesn't care that we have siloed ourselves into different disciplines and reward ourselves for publishing in disciplinary outlets. In fact, thinking bigger picture can also help you achieve other proximal goals that are valued in some academic departments. For example, grant funding agencies tend to prioritize funding for projects that connect multiple disciplines to solve grand human challenges. Interdisciplinary conferences and conferences outside of your area can help get you thinking in this direction. For instance, the INGRoup conference hosts a "Hackmanathon" each year that encourages scholars from multiple disciplines to work together to solve a specific problem. The 2019 Hackmanathon theme was to find "new ways to mitigate, reduce, and eliminate (in some cases) violence

against first responder teams," a societal-level problem that will require integrating perspectives from multiple disciplines to solve.

Cons

Let's also be real about the downsides and challenges of interdisciplinary collaboration and/or attending interdisciplinary conference, particularly as a graduate student or early stage assistant professor on the research tenure track.

1. It Takes Extra Time, Effort, and Mental Capacity

The first major challenge of interdisciplinarity is logistic. It just takes longer and requires more mental capacity to learn more things! There is no "formula" for writing interdisciplinary papers or conducting interdisciplinary research. Interdisciplinary research may challenge you to become more flexible and adaptive, to tolerate more ambiguity, and to admit your limitations. All of that is hard. It could be a "waste" of your time to attend a bunch of conferences or conference sessions that you do not find interesting or relevant; you even may find yourself spending the entire session working on other projects on your laptop. As a grad student and/or early stage academic, you're still trying to learn about your own field, so getting involved in interdisciplinary research can be distracting, and you may not be able to contribute much because you do not yet have deep disciplinary expertise.

2. Interdisciplinary Collaborations Are High Risk With the Potential for High Reward

There is also increased *risk* involved in forging collaborations with scholars from other disciplines. Although the *potential* for high reward is there (e.g., in the form of grant funding, high impact publications, solving important problems) collaborating with people from other disciplines can be challenging. People who have spent years or decades learning the norms and ideas that are central to their discipline (i.e., all of us) will have to reconsider these "truths," and this can be a scary and uncomfortable thing to do. Even if you believe you are able to think outside your disciplinary boundaries, your collaborators might not be, and working with people who are not willing to reconsider their own preconceptions may result in frustration for you both. If you do decide to pursue an interdisciplinary collaboration, you and your teammates will have to develop a common understanding of your phenomenon of interest and a shared language for describing the problem space, which will require "give and take" from you both. There are also logistical challenges to interdisciplinary collaboration: even on the same campus, researchers from different disciplines are located in different buildings, so working together will require more forethought and planning.

Things to Think About

So, once we covered the pros and cons of interdisciplinarity as a junior academic, we thought, *"How do we decided when it's worth it?"* If you are thinking about exploring other disciplinary perspectives, a good place to start is attending a conference that is outside of your specific area. However, there are

thousands of those each year and only so many hours in the day. Here's a quick guide to making the "right" decision (with the understanding that the "right" decision will not be the same for everyone).

Should I Attend This Conference?

The first step is deciding whether or not attending a particular interdisciplinary conference is right for you. Think about whether the conference you're interested in will provide you will the opportunity to "bring something back" to advance your own research projects. If so, it may be worth it to attend. For example, this year's INGRoup conference is offering a workshop on system dynamics modeling, led by two computer scientists with extensive experience using this approach. Hayley is planning to attend this and will then be able to bring back a valuable skill to share with our lab.

You should also consider whether the topic of the conference excites you. The conference in Berlin that I (Dorothy) attended recently had a unifying theme (i.e., female leadership) that was interesting to me intellectually, and I was excited to learn about how other researchers' perspectives on this topic could be useful for shaping my own research questions. Working within the confines of a single discipline can sometimes be draining, as you can get caught up in the mundane aspects of academic life. Seeing others describe their research and its implications for society can be inspiring and can help remind you of why you decided to become an academic in the first place.

In addition to thinking about what you're going to get out of the conference, you should also consider what you have to contribute to an interdisciplinary conversation about a given topic. As a junior academic, you may not yet have developed the deep disciplinary knowledge necessary to contribute to a more macro-level conversation about a research area, and you may not get as much out of listening to such a discussion either. If that is the case, you may still decide you want to attend, but you should go into the experience with the understanding that you may not be at a stage where you can thoughtfully integrate perspectives from other disciplines into your own research.

Finally, you should consider whether you have already attended other interdisciplinary conferences recently. Although learning about interdisciplinary perspectives can be useful for all of the reasons we outlined above, attending *too many* interdisciplinary conferences may not really help you advance your research. No one person can do "everything," and trying to integrate too many perspectives into your research can be overwhelming and may ultimately hinder your ability to accomplish your research goals.

What to Do if I Decide to Attend?

Once you've decided that attending an interdisciplinary conference is for you, think about how to make the most of the experience. Go into the conference with a purpose by creating a "game plan" for who you would like to meet, which sessions you would like to attend, and what skills/methods/theories you would like to gain more knowledge about while you're there. Read through the program and highlight all the sessions and workshops you'd like to attend, being strategic with your time. Capitalize on the opportunity to network with researchers from different disciplines by attending conference-organized networking events.

If you are presenting your own research at an interdisciplinary conference, be aware that researchers from different fields may not be familiar with industrial-organizational Psychology, and you may need to explain the norms and aims of industrial-organizational Psychology to a greater extent than you do at SIOP. You should also consider how you are representing your research: you may need to explain your theoretical framework, your methods, and your statistical approach in more depth, but you may also decide to present a more macro-level representation of your research that is understandable to the general public. In the end, you want your work to be accessible and understandable to researchers who know nothing about psychology, while promoting the utility and importance of your research.

While at the conference, you may be approached by others who are interested in collaborating with you on a project. Although these opportunities can be exciting, not all of them will serve you and your career well in the long run. For one thing, you should consider whether the aims of the project are really advancing research questions that are personally interesting and relevant to your work. For example, if a potential collaborator just wants you to run analyses using a statistical approach that you're familiar with—but for a project that is totally irrelevant to your content areas of interest—you probably won't get much out of being part of that project, and in the end it won't be truly "interdisciplinary" anyway. Rather, you should look for opportunities to integrate theories and perspectives from both of your disciplines to address research questions that are important to you both. Additionally, if you're working with others who are from fields very different from psychology (e.g., physics, literature, etc.), you should consider to what extent you will need to "translate" your methods and theories to that other discipline. This may end up being much more work than you had anticipated. Early in your discussions, you should also try to assess whether your potential collaborators are enthusiastic about learning more about industrial-organizational psychology and are willing to "meet you halfway" in terms of integrating your disciplines. If you are doing most of the translational work—and if your project ends up being published in another discipline—you may not get much out of the experience in the end.

Again, pursuing interdisciplinary research and conference opportunities is a high risk and challenging endeavor, but after revisiting the "pros" listed above, Hayley and I realized that it is worth it to us (and hope it is to you too!)

Calling Potential Contributors to "The Bridge: Connecting Science and Practice"

Kimberly Adams, Independent Consultant and
Stephanie Zajac, UT MD Anderson Cancer Center

As **Talya Bauer** stated in her January 2019 President's Message, the integration of science and practice will be a key focus during her leadership. As a first step, the Science–Practice Opportunities for Translation (SPOT) Task Force was established, and newly appointed team members already have been busy working on new strategies—like the creation of the Scientist–Practitioner Presidential Recognition Award—and strengthening existing ones.

Likewise, **Elizabeth McCune**, Conference Theme Track Chair, and her team of committee members have been hard at work creating this year's Theme Track. On Thursday, April 4, join us for the *Advancing Science Practice Translations* theme track, which is dedicated to integrating science and practice from a variety of perspectives to ensure relevancy to SIOP's full membership. The five Theme Track sessions are listed under the umbrella title of SIOP Select and are all scheduled for the conference hotel room Potomac D. Unless otherwise noted, the sessions are 80 minutes long. They include:

- **Communicating Results in a Complex World (10:30 am).** The idea behind this multidisciplinary session is to "start with the end user in mind." The high energy session will be filled with applied examples of how to effectively translate and communicate results.
- **The Science-Practice Partnership: Action and Education (12 pm).** This uniquely formatted session examines "Why we struggle." Dueling panels debate the issues around science-practice partnerships and the role education plays in science-practice translations.
- **Translating Complexity: From Science to Practice (1:30 pm).** This session addresses technical topics in ways that midcareer professionals will find particularly useful, including cutting edge analytic tools such as organizational network analysis, natural language processing, machine learning, and computational modeling.
- **Using Design Thinking to Improve Research Relevance (3:30 pm).** The intent of Session 4 is to enable audience members to apply design thinking principles to scientific research to ultimately improve relevance and applicability to organizations. Panelists include design thinking experts and practitioners who have applied design thinking to their work.
- **Disruptions Big and Small: The Future of Science-Practice in I-O (5:00-5:50 pm).** This session is a call to action to all SIOP members to help close the science practice divide. A panel will discuss issues the field needs to address to close the gap and encourage better translations, including several specific action recommendations to facilitate closing the gap.

As outlined in Poteet, Zugec, and Wallace (2016), the *TIP* Editorial Board and Professional Practice Committee established the "The Bridge: Connecting Science and Practice" column to offer SIOP members another conduit for integrating science and practice.

We are currently seeking contributors! If you are interested in submitting to "The Bridge: Connecting Science and Practice" column, please contact either Kimberly Adams (kadams6006@gmail.com) or Stephanie Zajac at (zajac.stephanie@gmail.com).

"The Bridge: Connecting Science and Practice" column features a variety of different types of articles. Possible types of contributions include:

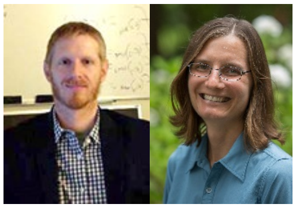
- A question and answer written dialogue between an academic and a practitioner highlighting, for example, what is happening in academia that could be put into practice and what is happening in practice that could be further investigated with more research
- A case study highlighting the effective practice of science. For example, a recent practice-based issue provided by a practitioner, highlighting evidence-based solutions that were utilized, the impact or implications of those solutions, and potential recommendations or requests for more research
- A review of a key topic/area of interest to I-O psychology (e.g., employee engagement), presented from both the practitioner and academic perspectives, highlighting areas where science and practice converge and diverge and pointing to possible areas for further research or practice
- A description of a difficult challenge faced by a practitioner with a request for assistance, followed by a summary of scientific, evidence-based solutions that could be used for the challenge, provided by an academic or researcher
- A summary of the latest, cutting edge research findings, followed by a description of how those findings can be implemented in practice generated by both academics and practitioners
- A list of emerging trends, issues, and challenges being experienced by practitioners (e.g., top five requests of clients), accompanied with specific research questions or agendas that could be pursued to address such trends and issues

You can access previous versions of "The Bridge: Connecting Science and Practice" within previous editions of *TIP* or through SIOP.org here: http://my.siop.org/Resources/PPC/BridgeArticles

We welcome your contributions and look forward to hearing about the science–practice partnerships you have formed!

Spotlight on Award Winners: 2018 Wiley Award for Excellence in Survey Research

Garett N. Howardson & Liberty J. Munson



The Wiley Award recognizes innovation and effectiveness in the design and implementation of customer or employee surveys. To merit award, nominated research must demonstrate innovation and effectiveness throughout multiple phases of the research. The 2018 Wiley Award winners of **Catherine (Carrie) J. Ott-Holland** (Google, Inc.), **William (Will) J. Shepherd** (Wendy's Corporation), and **Ann Marie Ryan** (Michigan State University) exemplified innovation and effectiveness throughout the project's entire lifecycle including conceptualization (e.g., examining actual change of employee outcomes), data collection (e.g., partnering with third party data management services to avoid data identifiability and privacy issues), data analysis (e.g., multilevel structural equation model with probit links), through reporting and publishing the project's results in *Journal of Occupational Health Psychology* (see below for full paper reference). In this issue of the Awards Spotlight column, we interviewed the project's two first authors (Carrie and Will, pictured below) to learn in more detail about these innovations. Our questions and the authors' paraphrased responses can be found below.

Carrie Ott-Holland

Will Shepherd

Describe the research/work that you did that resulted in this award. What led to your idea?

It is not uncommon to find research examining employee wellness programs using only single-source, self-reported data captured at a single point in time. It seems that much less research has examined employees' *actual* participation in such wellness programs. More specifically, it was surprising how little research has examined (a) employee prior beliefs' influences on wellness program participation, (b) how such employee beliefs change over time as a function of wellness program participation, and (c) how such participation choices actually influence individual-focused (e.g. perceived organizational support,

job satisfaction) and organizational-focused (e.g., turnover, employee performance) outcomes. The idea for this particular project essentially arose from this lack of prior research in conjunction with access to rich, multisource, longitudinal data capable of answering such questions, which included objective wellness data (e.g., wellness program participation), self-reported employee opinion survey data, and supervisor-rated employee performance.

What do you see as the lasting/unique contribution of this work to our discipline?

Examining the relationship between actual health outcomes and work performance is likely a lasting contribution of this work. Perhaps more important, however, was the specific way in which we were able to accomplish this by partnering with both health program and survey vendors to secure the data necessary. Health program vendors might examine the actual effects on employee health outcomes (e.g., blood pressure) but have less interest in examining relationships with work performance. Similarly, survey vendors might examine trends in stress and health and related items without actually examining relationships with objective health outcomes. One of the primary reasons such relationships are not examined is simply lack of access to the relevant data.

To examine our focal research questions, however, we had to combine data from the survey vendor, the health program vendor, and the organization's employee performance and turnover data, which was no small feat. The health data in particular is subject to the Health Insurance Portability and Accountability (HIPPA) Act concerns and related employee privacy rights. This required creating a HIPPA-compliant data aggregation confidentiality protocol. Once created and in place, the health vendor could share the objective health program data with the survey vendor in a HIPPA-compliant manner. The survey vendor was then able to create a de-identified, merged dataset with which we could merge the employee performance and turnover data also in a HIPPA-compliant manner. Developing the data sharing protocol and establishing relationships with both the survey and health program vendors allowed us to ask and answer a research question not previously possible using same-source data collected from only the organization. Perhaps more importantly, however, the data aggregation protocol allowed us to do this in a way that protected employees' legal and ethical rights, which is most definitely an innovation in employee survey methods.

It is also worth noting that, in addition to the data management process, the actual data analytic method used is likely a lasting contribution. The final dataset was complex in that individuals were nested within organizational units, the objective wellness program participation variable was ordinal, the turnover variable was dichotomous, and the model and hypotheses involved multivariate path analysis. Needless to say, standard ordinary least squares regression methods were not going to work. Instead, we employed multilevel path analysis with multinomial regression and probit link functions. In other words, answering our research questions involved advanced and innovative methods for data collection, data management, and data analyses.

How can this research be used to drive changes in organizations, the employee experience, etc.?

Our findings could be used to market wellness programs more effectively to employees. In fact, with the help of an external marketing firm, our findings were actually used to create new such marketing materials for employees (e.g., posters, handouts, intranet pages) to raise awareness about the wellness program and its benefits. More indirectly, the very existence of a data management protocol could send signals to employees that their privacy is respected, which may itself drive positive organizational change.

What's a fun fact about yourself (something that people may not know)?

Carrie: I am a classically trained opera singer (I was a music major in college in addition to psychology).

Will: I love seeing live music with friends and family and have been to over 200 rock and roll concerts.

Paper Reference:

Ott-Holland, C. J., Shepherd, W. J., & Ryan, A. M. (2019). Examining wellness programs over time: Predicting participation and workplace outcomes. *Journal of Occupational Health Psychology, 24*(1), 163-179. doi: 10.1037/ocp0000096

About the authors:

Garett Howardson is the founder and principal work scientist at Tuple Work Science, Limited and adjunct psychology professor at both Hofstra University and at The George Washington University. Most of his work focuses on quantitative, psychometric, and/or computational issues to better understand the psychology of modern, technical work writ-large (e.g., aerospace technicians, computer programmers).

Garett is also an avid computer geek. In fact, he has a degree in computer science, which he avidly applies to his research and work in pursuit of one deceivingly simple goal: better integrate I-O psychology and the data/computational sciences to understand work.

Liberty Munson is currently the principal psychometrician of Microsoft's Technical Certification program in the Worldwide Learning organization. She is responsible for ensuring the validity and reliability of Microsoft's certification and professional programs. Her passion is for finding innovative solutions to business challenges that balance the science of assessment design and development with the realities of budget, time, and schedule constraints. Most recently, she has been presenting on the future of testing and how technology can change the way we assess skills.

Liberty loves to bake, hike, backpack, and camp with her husband, Scott, and miniature schnauzer puppy, Apex. If she's not at work, you'll find her enjoying the great outdoors or she's in her kitchen tweaking some recipe just to see what happens.

Max. Classroom Capacity: Say My Name, Say My Name…

Loren J. Naidoo, California State University, Northridge

In the spirit of self-improvement that my friend Marcus Dickson imprinted into the DNA of this column when he created it, I'd like to admit to a personal failing: I'm terrible at remembering peoples' names. I'm the kind of awful person you meet at a party who forgets your name 3 seconds after you said it. I'll remember everything else about our conversation but not your name. I took several cognitive psych classes as a student, so I know about different encoding strategies—I never remember to use them! It's not something that I'm proud of, and it's also a professional handicap, especially at the beginning of a new semester when you meet dozens of bright-eyed and bushy-tailed students in the classroom. So over the years I've developed some strategies for remembering students' names that I'd like to share with you in the hopes that you find some of them useful.

First of All, Let Me Say…

I remember being a first year undergraduate student studying psychology at McGill University in Montreal. My smallest class was about 120 students. My largest class was over 800. It was not uncommon for students to complete the entire major without a single professor ever learning their name. Some students never had a one-on-one conversation with any of their psychology professors. To us, our professors were necessarily aloof and mysterious, giants too occupied with pushing the boundaries of psychological science to spend time chatting with we denizens of the lower realms for the simple reason that you can't have one-on-one conversations with 800 students in one semester and get anything else done! It was easy to feel lost as a student, and that first year would have been especially brutal without the encouragement of the generally wonderful psychology PhD students who served as TAs for many large classes. As much as I enjoyed my time at McGill and appreciate how well prepared I was for graduate school, I remember thinking that if I ever become a teacher, I will always treat my students like human beings who are worth getting to know as individuals! Perhaps my experiences as an undergraduate student were different from your own, but I think that we can all remember the desire, as a student, to be recognized in this way by our professors.

Why the Sudden Change…

As I started teaching classes in graduate school, and then into my career as a professor, I took learning students names very seriously, and I still do now. Earlier in my career I would teach one or two jumbo sized classes with over 100 students, so some semesters I had over 200 new names to learn. Because I am so terrible at this, I had to develop new strategies for learning names.

If Somebody's There Then Tell Me Who

The first thing I would do *before* the first day of class is announce my intention to learn everyone's name. I would ask for headshot photos from each student to help me achieve this goal. Having a photo handy when you look through your roster to start putting faces to names is very useful. Some students don't want to share pictures or personal info. That's fine. I tell them if they're not comfortable they can send me a copy of their ID card. I don't push them. This by itself is personal info that can help in remembering a person's name. By the way, a byproduct benefit of having headshot photos of students is that 5 years

later when a student e-mails you for a letter of recommendation, you can search for their photo and (hopefully) recall rich personal information about them that you can include in the letter.

Second, in large classes I assign students to the same seats for the entire semester, usually in alphabetical order. For the first few classes I call roll. This is pretty efficient as you know where to look for each name. This also makes it much easier to associate names with faces and places. In smaller classes, I have found this to be unnecessary as the students I've taught tend to spontaneously sit in the same seats every class anyway.

When You Cannot Say My Name

Third, I have developed a pretty elaborate excel spreadsheet for my large classes. I have a sheet with a diagram of the classroom in which each cell corresponds to a seat. Each cell has an embedded comment with the student's name, so when I hover my mouse over a cell the corresponding name appears. Each cell also has a link to the student's headshot photo such that when clicked, the student's picture will open. This lets me look at a seat, guess the student's name, check if I'm correct by calling up the comment, and look at their picture by clicking the cell. I use this speadsheet primarily to learn students' names, but it's also a useful reference in class when someone raises their hand—you can quickly check the seat to find their name, and call on them by name—this sends a strong signal to students that they are not anonymous, which is especially impactful in the early part of the semester.

You Actin' Kinda Shady…

The Excel spreadsheet also allowed me to, for example, call on students by name when they are doing something that I preferred them not to, like checking their cell phone, reading the newspaper, or sleeping on their desk—setting expectations early on is important! In a 2016 Max. Classroom Capacity column I wrote about an embarrassing episode in my first semester teaching as a full time faculty member in which I was unable to call on a student by name that cemented for me the importance of learning students' names. This Excel spreadsheet sounds like a lot of work but once you have it set up, it's fairly easy to edit each subsequent semester once you learn a few excel efficiency tricks. I don't use it for smaller classes, but it's useful with large ones. I'm happy to send you a blank one if you're interested.

Fourth, I ask students to complete cue cards with their listed names, preferred names (e.g., Gigi is short for Gasig—who knew?), major, and one interesting or unique fact about them. Sometimes those unique facts are enough to remember a student's name. It's also nice to wander around in the few minutes before the start of class to have a quick conversation with students I have never spoken to about their unique facts—it's a great icebreaker!

If No One Is Around You…

Practice! Just a few minutes. I usually have my folder of student headshot photos open in the early part of the semester so I can quickly check students' names when they raise their hands in class. Just try to do this surreptitiously. Students might be weirded out if they see you looking at their photos when they are right in front of you.

Say My Name, Say My Name

If you still aren't convinced that learning students names is worth the trouble, then you probably wouldn't be reading this column in the first place, so I'm probably preaching to the choir, but let me try to make the broader case for learning students' names.

First, when you use students' names in and out of class you send the message that you care enough about them to learn their names. It also introduces a level of accountability—I see you, and you cannot disappear in my class! I think it's easier for students to be motivated when they believe that their instructor cares about them. One might argue that being so chummy with one's students as to know all of their names might lower professional barriers and invite them to spend all kinds of time hanging out in your office, e-mailing you questions constantly, and so forth. In my experience, if anything, knowing students names and having students feel like you care about them makes students more likely to reciprocate by being respectful of professional barriers, and of your time. When students feel comfortable enough to ask questions during class, this often means that many of the questions that I might otherwise get in individual e-mails or office visits, I am able to answer at the beginning of class in front of all of the students, which saves a lot of time and confusion.

Second, it's much easier to cold call students (if you're into that kind of thing) when you know their names, and particularly useful to get individual students' attention. It makes taking attendance easy. On rare occasions where one suspects a student of cheating during an exam, knowing who it is who can be extremely helpful. In some large classes, students who are not enrolled may try to take an exam for someone else or merely to gain a copy of the exam to sell to other students.

Third, I think that setting the stage early in the semester by making clear your intentions to get to know all of your students as individuals, and using their names in class, creates a climate that is conducive to learning. Amy Edmondson's (1999) work on psychological safety climate comes to mind. Of course our goal is to educate, so this is good. But also pragmatically, when you need to ask students to go above and beyond the norm with some new teaching practice, or when you've written a difficult or unfair exam that strains their trust in you, it's nice to have accrued, in the words of my friend and colleague Ed Hollander (1958), *idiosyncrasy credits* that you can cash in on to keep the class on track.

Fourth, a selfish reason: Over the years I've run into students on or off campus, the next semester, or years later, and been able to remember their names. The reaction is always the same—it doesn't seem to matter how much time has passed: They are delighted, and so am I. Reconnecting with students is one of the joys of being a teacher.

Any Other Day…

Readers, as always, your comments, questions, and feedback are most welcome! Loren.Naidoo@CSUN.edu.

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TIP-Topics for Students
First Time's the Charm: Tips for Making the Most Out of Your First SIOP Annual Conference

Stefanie Gisler[1], Bradley Gray[1], Jenna-Lyn Roman[2], & Ethan Rothstein[1]
Baruch College and The Graduate Center, CUNY[1], Georgia Institute of Technology[2]




Keywords: annual conference, graduate students, first time attendees, student attendees

The majority (over 70% in typical years) of the SIOP annual conference attendees have attended at least one other SIOP conference. Those I-O professionals and students already know the ins and outs of the conference and are likely looking forward to learning about the newest advances in research and practice, as well as reconnecting with friends and colleagues in the near future. However, if this year's conference in Washington, DC/National Harbor follows the trend from 2018, well over one-quarter of all attendees will be first timers. For them, an annual meeting of this size and scope can prove to be daunting.

We hope to provide useful, timely advice based on our own experiences as first-time attendees as well as from our attendance at SIOP conferences over the past 5 years. This column will be broken down into four main sections: logistics, prepping, during the conference and postconference.

It should be noted that our TIP-Topics predecessors, Thomas Sasso, Jessica Sorenson, and Grace Ewles, wrote a column in January of 2016 with advice about attending the annual conference. Our goal is to gear this piece specifically toward first-time SIOP conference attendees.

Logistics

Although most conference attendees will have addressed these details of their conference travel by now, for completeness this information merits inclusion. If you are not already a member, join SIOP and then register for the conference through the SIOP website. For students the rate is more affordable than the professional rate, but both are much more affordable than the nonmember rate. Attendees who register early (usually in mid-February) also receive a small discount for doing so.

A great recommendation for first time attendees is the Ambassador Program. This program, which typically reaches capacity on or before the early registration deadline and connects first-time conference attendees (Newcomers) with seasoned conference attendees (Ambassadors). Ambassadors provide their tips and knowledge about the conference to first-time attendees in a variety of ways, including connecting with you at least once prior to the SIOP Annual Conference via e-mail or phone, meeting with you at least once on-site at the conference, and helping you network at the conference by introducing you to his or her colleagues.

Due to the size of the conference, booking lodging well in advance of the conference can be advantageous, particularly if you want to stay in the conference hotel. SIOP makes arrangements for a special room rate, which can be found on the conference website. For those that need to book lodging with less lead time, consider reaching out to others you know who might need a roommate, staying at a nearby hotel, or using an online hospitality service to arrange a place to stay like AirBnB. Finally, figure out and book your transportation to and from the conference.

One last note is to determine in advance if your school or workplace offers any type of conference funding and ascertain what the parameters are to obtaining that funding. It would be a shame to miss out on funding because of some paperwork misstep. Once the logistics are determined, you can fully concentrate on prepping for SIOP.

Logistics Checklist

- ❑ **Register for the conference**
- ❑ **Book lodging**
- ❑ **Arrange transportation**

Prepping

If you intend on having a fruitful SIOP, this particular phase is likely equally important or more important than the actual conference itself. It takes a fair amount of effort **before** the conference to make certain your time and monetary investment pay off.

If possible, bring business cards with you to the conference. Doing so can facilitate networking, especially in busy poster sessions if you would like more information from the presenters or to connect with them later. Consider printing your own business cards if your current role does not provide them for you. Also, do not forget to ask for the business cards of the people with whom you network. This can help you connect with your new contacts later on.

Updating your LinkedIn profile can also make it easier for other attendees to network with you. Practicing your elevator pitch (a short description of you and your areas of interest) for networking events and receptions is also key. There is nothing worse than meeting someone and stumbling over information no one should know better than you!

Consider whether you want to refresh your wardrobe prior to the conference. It may have been a while since you have worn dress pants or a blazer and it is probably a good idea to make sure the items you plan to wear make you look and feel confident. During the daytime sessions at SIOP, attendees should wear business casual outfits. During evening receptions and events some attendees opt to wear more casual, yet professional, clothes.

The most important thing to do prior to the conference is determining which sessions you want to attend. First, schedule the sessions in which you are presenting and any prep time you may need prior to that session. If you cannot make a specific session that you wanted to attend, do not worry as there are typically numerous sessions on a given topic at the conference.

There are a number of methods for choosing which sessions to attend. Whova is a conference mobile app that can help you. Some attendees plan all their sessions through it. This app allows you to look up sessions and it gives you information on who is presenting and who is interested in attending the session, which helps gauge the popularity of a session. You can export all the sessions you are planning to attend to your phone calendar, which many attendees find very helpful. Whova also notifies you if the location of a session you are interested in attending changes. You can also contact other SIOP members or broadcast announcements in the app. There is also an online, searchable program available via the SIOP website if you prefer a technology-mediated search option but do not wish to use the app. Another method of session planning is to order a hard copy of the program in advance, have it mailed to your residence, and create an excel sheet for each day of the conference. Whatever method you choose to plan your conference days, know that this step can take time due to the vast session offerings at the conference (close to 1000!).

Choosing Sessions to Attend

- ❑ **Make a plan**
- ❑ **Include back up sessions in your plan**
- ❑ **Plan to attend a variety of types of sessions**
- ❑ **Schedule breaks to eat, rest, and recharge**

It is advisable to schedule a backup session or two that you might also like to attend in case you decide that your first choice is not what you thought it would be. Another reason to do this is that popular sessions tend to fill to capacity quickly and you may need to explore another option at that time. Faculty advisors, your SIOP ambassador, or other graduate students in your program can provide great suggestions if you need help sorting through the numerous SIOP program offerings. Look beyond the topic area for a specific session and consider who is presenting or leading the session. It can also be important to attend a session or two outside of your area of research or practice in order to keep up with other areas of I-O.

Remember, there are a lot of different types of sessions offered at the conference that foster different levels of interaction among participants. Mixing up the types of sessions you attend is important. For example, symposia offer the opportunity to hear about new research and practice in different areas of I-O whereas poster sessions and round table discussions can be a great opportunity to discuss topics with others. There is a full description of most session types under the Sessions tab on the SIOP website.

Last, remember to schedule some breaks for yourself throughout the day to eat, rest, and recharge. It is hard to concentrate during a session when the last time you ate or had coffee was hours ago.

During the Conference

While preparing for your first SIOP conference cannot be overemphasized, what you do at the conference is crucial. If you are traveling with other people that you know, do not hesitate to split up and attend different sessions. You are less likely to network in a session if you are part of a larger group.

There are a number of different types of opportunities at the conference depending on your goals. The Placement Center is geared towards anyone looking for internships and jobs in I-O. The virtual job

board gives applicants the ability to research and apply to companies and possibly earn an interview at the conference. There are also mock interviews at the conference available to attendees.

Take time to visit some of the exhibit hall so that you can learn more about the type of I-O work that organizations are doing and the products they are developing. These vendor booths are also good for establishing contacts with practitioners and learning about potential internship opportunities. They essentially give you a unique opportunity to talk to people one on one. Also, some of the exhibitors give out free stuff! You can also combine this with a poster session so that you can spend some time learning about the applied world and some time learning about research.

Although the SIOP conference can be a fun experience, always remember to present yourself in a professional light at all times. The I-O community is relatively small and interconnected. Your future boss or colleagues may be in the room during a session or reception, so maintaining a professional mindset is paramount.

Again, remember to eat, sleep, and hydrate. Take advantage of coffee breaks to rest and refuel. Be mentally prepared that while having a productive SIOP conference takes the endurance of running a marathon, it can also be fun and exciting for first attendees who know what to expect!

Postconference

Post SIOP To Dos

- ❑ **Follow up with the people with whom you networked**
- ❑ **Reflect on your conference takeaways**
- ❑ **Develop goals for the next annual SIOP Conference**

After the conference, do not forget to follow up with the contacts you met. Do not let all that networking during the conference go to waste. Most SIOP attendees come away from the conference having meet new people and reaching out via email or other methods after the conference is valuable. If you met future research or practice collaborators, tailor your message to the specific project you spoke about or address the discussion you had. This step can foster future SIOP conference submissions and presentations!

Take time after the conference to take stock of the sessions you went to and ask yourself what you want to do with that information. Did you attend sessions offering practical advice on succeeding in graduate school or obtaining your first I-O job or internship? Was research presented you hope to use as possible citations in your own future projects? Were there any overarching themes or takeaways that were extremely impactful for you?

Having a rewarding SIOP conference can be energizing while you are there. However, it requires most attendees to rest and recover a bit after the conference once they return home. Even though SIOP happens when many students and academics are nearing the end of the semester, take some time after the conference to reflect on your goals for participation at the next annual SIOP conference.

Conclusion

This column offered advice on attending the SIOP annual conference broken focusing on four facets: logistics, prepping, during the conference, and postconference. We hope to have provided those attending SIOP for the first time with a road map for a successful SIOP conference!

> As part of our next article, we are collecting information about what tools, programs, and apps I-O grad students use to keep up with their work. Please access the survey at the link below and let us know your thoughts. Thank you!
>
> **Please submit your responses by May 10, 2019!**
>
> TIP-TOPics for Students: I-O Student Tech Use

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Stefanie Gisler is a PhD student at Baruch College and The Graduate Center, CUNY.
She received her BA from Bucknell University and an MS in I-O Psychology from the University of Central Florida (UCF). She is interested in employee health and occupational health psychology in general, and has conducted research on recovery from work, job control, illegitimate tasks, and work-life conflict.

Bradley Gray is a PhD student at Baruch College and The Graduate Center, CUNY. He obtained a BA in Psychology from Wake Forest University in 2010 and an MA in Clinical Psychology from Towson University in 2012. He researches occupational health psychology, with an interest in the relationship between supervisors and their employees, and is also interested in culture change and executive development.

Jenna-Lyn Roman completed her MS degree at Baruch College, CUNY in May 2018 and began her PhD studies at the Georgia Institute of Technology in August 2018. She is interested in work–family research with an emphasis on nontraditional workers and understudied populations (e.g., military families), as well as occupational health psychology and gender parity topics. Jenna would like to be a university professor specializing in work–family topics.

Ethan Rothstein is a PhD student at Baruch College and The Graduate Center, CUNY. Ethan obtained his BA in Clinical Psychology from Tufts University in 2013. His primary area of research has been the interface between work and family, but he has also conducted research on motivation, leadership, team processes, and occupational health psychology. After he graduates, Ethan would like to pursue an applied career in both consulting and industry.

The TIP-Topics team can be reached by email at jroman33@gatech.edu.

Announcement: Call for TIP-TOPics student columnists!

TIP-TOPics is a graduate student editorial column published in *The Industrial-Organizational Psychologist (TIP)*. The column provides information and advice relevant to SIOP's student membership as well as to prospective graduate students and faculty and has historically been very popular. As the current authors prepare to roll off of their stint on the column, we begin a new search for columnists to continue the tradition of communicating the graduate student experience within the webpages of *TIP*.

The columnist team may be made up of one to six students from the same university or different universities; however, you must be current Student Affiliates of SIOP in good standing. In order to showcase unique approaches to graduate studies in I-O psychology, applicants should attempt to represent diverse experiences (e.g., education level, background, career aspirations, etc.). Proficiency in English, strong written communication skills, and experience within SIOP or I-O psychology are desirable.

The TIP-TOPics columnists will have a 2-year tenure beginning with the Fall 2019 issue and ending with the Summer 2021 issue. Columns are approximately 2,000 words, due quarterly (August 24, November 24, February 24, May 24), and written according to APA guidelines. Core columnists must be graduate students throughout this period; however, as this presents a challenge for the inclusion of master's students, whose perspectives are valued, creative solutions (e.g., a core of PhD students with a cycling membership of master's students) are encouraged.

Application Information

Statement of interest and one letter of recommendation (from a faculty member who is familiar with the work of the potential columnist/s) should be sent separately via e-mail to **./Steven Toaddy** (steven.toaddy@gmail.com) by **1 May, 2019**. The statement of interest should include the following: (a) all (initial) potential columnist names, university affiliations and expected graduation dates, and areas of expertise; (b) an explanation of how your team will work together and, if relevant, will manage the replacement of cycling-off students; and (c) a statement explaining your interest in pursuing this position and your plan for how you will approach the content, style, and structure of the column, including a few potential column topics.

TIP International Practice Forum

Lynda Zugec
Managing Director, The Workforce Consultants

Have you ever wondered about the effects of automation in the workplace? In this issue of the International Practice Forum, we connected with Mary Ann, Tristan, and Hector at Chevron Products Company to get a peek at how organizations are incorporating automation and how the potentially harmful and unanticipated results of it can be mitigated against.

Combating Worldwide Effects of Automation on Workforce Competency

Mary Ann Burress, Tristan Grigoleit, & Hector Silva
Chevron Products Company

Competition in world markets force companies to address problems of declining productivity, high cost-structures, increasing retirements, and an inexperienced workforce. Numerous industries (e.g., Aerospace, Automotive, and Petrochemical) attempt to improve reliability, strengthen safety, and reduce operating costs through the increased use of automation, which has been known to contribute to skill degradation. Below, we present the example of the Console Operator to demonstrate how animation may be contributing to skill degradation alongside the potential solutions which can combat this effect.

Petrochemical plant console operators are integral to the petrochemical industry. The competencies associated with being a console operator are universally recognized by the industry as a main component to business survival. The purpose of this article is to describe the use of I-O methods to create a console operator development and simulation program. Initial development has occurred for such a program in the United States and implementation is an ongoing process at company sites around the world, including Australia, Kazakhstan, and Africa.

Petrochemical plant operators are required to learn how to manage distributed control systems (DCS) as a progression of their work. These DCS, often referred to as consoles, allow operators to monitor and adjust plant processes from a control room. Working as a "console operator" (CO) requires significant field experience and presents unique challenges:

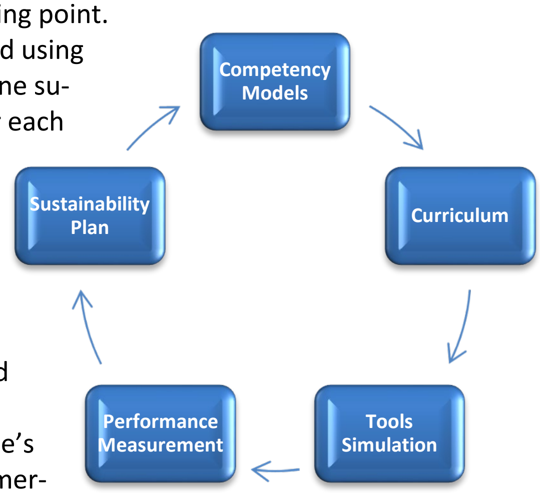
- The CO coordinates the safe and reliable operation of process plants and is responsible for coordinating emergency operation efforts
- Over time, much of the CO's role has been automated to increase process reliability
- Managing an automated task that does not require active process management often results in systematic deskilling long term

- Passively monitoring an automated process for changes can result in a decreased ability for COs to recognize and prevent plant upsets
- The console interface contains many pages of process information the CO is required to monitor and manage
- Less experienced COs will have a limited ability to actively learn how to manage plant upsets due to the lower frequency of these events and limited hands-on opportunity for them to manage the console over more experienced operators

To confront these challenges, simulation training was determined an appropriate tool for developing console operators. Simulation training can provide COs with the opportunity to experience rare events that require confident and decisive response. There is significant evidence for the underutilization of simulation training programs across the industry. Therefore, this program created an integrated performance system rather than a focus on the simulation tools. The components, discussed in turn below, include the following: competency models, curriculum, tools simulation, performance measurement, and a sustainability plan.

Competency Models

Training programs identify the competencies and capabilities that target learners require to be successful in their roles. An existing competency framework was the starting point. Competencies for console operation were more specifically defined using **focus groups** of expert performers, process engineers, and front-line supervisors. A **behaviorally anchored rating scale** was developed for each competency using participant input from the focus groups. Asking the expert operators "what does good look like" provided specific anchors for the performance measurement process, reduced resistance to change, and increased their commitment to using the process.



A **learner needs analysis** was conducted to determine the required knowledge, skills, and abilities (**KSAs**). Learner needs analyses involved engaging workers (from experts to novices) to identify a role's required KSAs and gaps in current training. Critical tasks such as emergency response situations required a **task analysis** to identify specific KSAs related to an appropriate response that required training.

Curriculum

Curriculum was developed using a problem solving, activity based, learner centered approach. A partnership was created with expert operators and an experienced instructional systems designer. The team used the ADDIE instructional systems design model (analysis, design, develop, implement, and evaluate; Bozarth, 2008).

The curriculum is a **modular structure** based on functional equipment groups and system components mapped to each competency. The modular system enables a focused development plan that addresses individual gaps found during competency assessment. A modular design allows console operators-in-training to focus on one plant (or section of a plant) at a time without being overwhelmed managing the entire unit.

The curriculum structure advances operator skills gradually through both equipment and system components so the learner is not overwhelmed. The learner is given time during regular work hours on the simulator for **deliberate practice** (Hoffman et al., 2014) on a specific scenario. This means that the learner is expected to respond to an upset condition on the simulator as if on the live console. This enables the individual to receive feedback and build cognitive memory for the response that most effectively manages the risk. Deliberate practice enables the operator to build confidence and competence. It's much like a pro golfer building muscle memory for a golf swing.

Tools Simulation

"Use the right tool for the job" is a familiar phrase in the petrochemical industry. In practice, this means there is a need to simulate the entire console or plants under the control of each console operator rather than only the largest plant(s). Simulating the entire console creates a **realistic work situation** for the operator. Petrochemical processing units are dynamic, nonlinear systems. Consequently, when large plants are upset, the upset condition affects associated plants. These other plants increase the workload of the console operator and often have the potential to impact environmental regulations if not managed correctly.

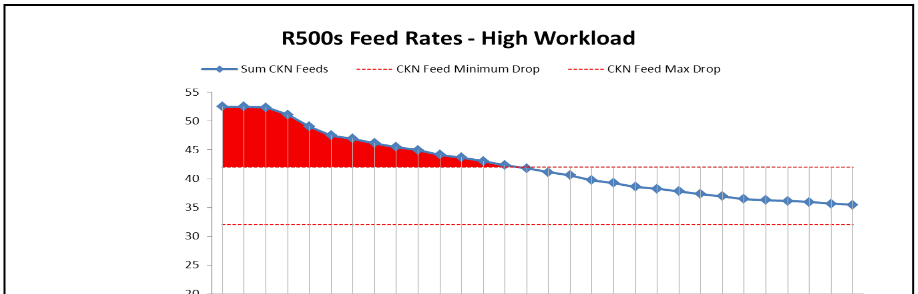
Expert operators, process engineers, leaders with deep technical expertise, and operations management identified and agreed on the critical scenarios for each processing unit. Operators agreed across all crews on the important scenarios that should be simulated.

Multiple experienced operators partnered with human factors engineers and conducted a **task analysis** for each scenario to be simulated. These experts used **task analysis** results to review, revise, develop, and / or confirm the operating procedures for each critical scenario.

The task analysis captured the implicit knowledge of expert operators and fostered knowledge transfer to junior operators. This information supported software programming for simulation developers, which reduced rework and costs in tool development.

Performance Measurement

Expert console operators identified performance variables important to managing each scenario. The identified performance variables are part of the skills demonstration and competence assurance process. Measuring objective performance is necessary to determine the level of effectiveness of the simulator training program. The metrics documented are used to evaluate the effectiveness of the program more so than the capabilities of the learner.



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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CKN Feed Minimum Drop	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
CKN Feed Max Drop	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

A computer-based simulator allows the opportunity to collect the needed information to determine if the training program needs adjustment or refinement. However, in a complex

environment such as that of the console operator's, there can be many different data that can be considered for determining performance. Prioritization and selection of information used to determine performance was identified through a **task analysis.** The image above Illustrates an example of performance measurement. The dotted red lines are the process variables that need to be managed by the console operator. Over or under these critical variables results in error, loss of profit opportunities, and potentially the introduction of a hazardous situation.

Information used to determine level of training effectiveness should be tied to manipulation of console process variables, critical to the safe and efficient operation of the processing unit, and within the span of control of the console operator.

Sustainability Plan

Knowledge and skill, including that of COs, can decay over time of non-practice due to increased automation. Therefore, the consistent maintenance of CO capability is required. It could be that a console operator, by chance, does not experience a specific emergency or upset condition during their live console work time, resulting in little to no practice of that particular situation. This situation exemplifies the need for the continual refreshing of console operator competencies towards the goal of retaining skills and knowledge.

Retention of skill can be evaluated by comparing performance at the end of a training period with performance at the end of some amount of time during which there was no prior training. This evaluation would be an indication of performance loss and can then be used to determine the frequency of refresher training. Refresher training sessions employ similar feedback principles as those mentioned above.

The **simulator system** itself requires maintenance and technical IT upkeep (bugs and patches). Functional upkeep is also required when equipment and processing units change over time. A change in the field may change how a CO operates the console, which needs to be modeled on the simulator.
The program is designed to impact business results by increasing console operator competency.

A **systems approach** to training program development recommends a continuous review of training success to evaluate whether the program is meeting stated objectives. A systematic review cycle should be established for all components of the program including: learner needs, task analysis, and curriculum to ensure past results are still accurate. Changes made in the field need to be reflected in the development program. Operator involvement in this review process ensures accuracy and invites operator commitment to use the program.

Workforce capability has been recognized by the oil and gas industry as a main component to business survival. Console operator competency is a critical element that facilitates competitive success in the relationship between business requirements and organizational capability. Maintaining a competitive position in this industry is linked to the ability to manage in a process-safety focused environment. In an era of increasing automation, it is necessary to determine the impact it is having on key positions across industries and ensuring that we mitigate against skill degradation.

WE ARE LOOKING FOR YOU AND YOUR INPUT! We are calling upon you, the global I-O psychology community, to reach out and submit topic ideas for future columns. Give us your insights from lessons learned in your practice or inform us of what is happening. We are always seeking global contributors!

To provide any feedback or insights on the International Practice Forum or find out more, please send an email to the following address: Lynda.Zugec@TheWorkforceConsultants.com

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About the Authors

Dr. **Mary Ann Burress** leads the Learning and Development component of Chevron's Complex Processing Facility (CPF) organization. Facilities under the CPF remit are in the US, Africa, Australia, Asia, E. Europe, and S. America. Ann's role is to grow workforce capability by aligning stakeholders and developing and leveraging best practices across the organization. She drives change using high touch, high employee involvement, and engagement strategies that engender commitment and build capability. Ann provides thought leadership with corporate transformations, large-scale organizational change, high performance work systems and multidisciplinary global teams.

Ann received her MS and PhD from the University of North Texas and is a member of the Society of Industrial and Organizational Psychology.

Tristan Grigoleit has over 5 years of experience working as a Human Factors Engineer for Chevron's manufacturing division. He provides various services for Chevron including task analysis, interface evaluation, design recommendations, and training. Tristan has also served as an adjunct instructor at Cerritos College since 2017. In addition to Human Factors expertise, Tristan leverages his background in graphic design toward the improvement of interfaces and tools used in the process control and software development industries. Tristan completed his MS in Human Factors Psychology at CSULB in 2015 and has continued his professional development by participating in User Experience Design and Incident Investigation training programs. His interests include art, cats, video games, archery, and scuba diving.

Hector Silva is a Human Factors Engineer at Chevron's El Segundo Refinery. Hector works in cross-functional teams to assist in improving the development of console operators in addition to serving as an advisor on Human Factors applications and best practices. His background includes the study of improving human performance through simulated practice and training. Hector has previously worked in the aviation industry with air traffic controller populations as well as in the automotive industry assessing the usability of in-vehicle technologies and their impact on driver performance in both simulated and real-life driving. Hector received both his MS in Human Factors Psychology and BA in Psychology from California State University, Long Beach.

Current Themes and Future Directions for Entrepreneurship

M.K. Ward
Curtin University

Entrepreneurship scholars have been open to new ways of conducting research and eager to explore how neurological topics may connect to more conventional entrepreneurship scholarship. Indeed, recent calls for papers indicate more papers connecting neuroscience and entrepreneurship are on the horizon ("Entrepreneurship Theory and Practice", 2019). There have been several nonempirical publications and a handful of empirical papers written to explore ways of merging neurosciences with entrepreneurship. Thus, it appears that we are on the cusp of much more research in this area.

This issue is intended be a springboard from which entrepreneurship research can dive deeper into the multidisciplinary space of organizational neuroscience. Where are we at in terms of the intersection of neuroscience and entrepreneurship? Where might we go from here to produce the highest quality organizational neuroscience research in entrepreneurship? These fundamental questions are the focus of this issue. To answer them, I describe major themes from a review of extant literature and suggest key pathways to for future research. This review is not exhaustive, and I do not address questions about what we *should* do in this research space. What is ethical? What is the best use of our finite resources? Neuroethics is an important topic touched on in our interview with Vivienne Ming. See Ward, Volk, and Becker (2015) for considerations of these and other challenges in organizational neuroscience research.

The Current State of Organizational Neuroscience in Entrepreneurship Research

Theme 1: Research Opportunities Abound

Essentially, all topics in entrepreneurship are open and ready for consideration from an organizational neuroscience perspective. Topics like opportunity recognition have already been discussed and linked to cognitive functions of pattern recognition and classification (Baron & Ward, 2004). Baucus and Baucus (2014) focused on episodic memory processing and neural correlates of such memory functions in relation to opportunity recognition. Work has been done in entrepreneurial cognition (e.g., Shepherd & Patzelt, 2018) and in organizational behavior (e.g., Waldman, Ward, & Becker, 2017). Of course after consideration, some topics may be seen as not viable for using neuroimaging techniques. Nonetheless, the extant literature provides a good base upon with future research in neuroscience and entrepreneurship can build.

Theme 2: Empirical Studies Are Needed

Most of the work at the intersection of neuroscience and entrepreneurship has been conceptual (Nofal, Nicolaou, Symeonidou, & Shane, 2018). This mimics what has been done in OB topics (e.g., Nofal et al., 2018). To date, a small number of articles have used neuroscience measures in entrepreneurship research. (Laureiro-Martínez et al., 2014; Martin de Holan et al., 2013; Ortiz-Terán et al., 2013; Rahmati et.al., 2014; Zaro et al., 2016). Within the conceptual pieces, multiple neural mechanisms have been proposed including pattern recognition, ventral visual system, dopaminergic responses, and episodic memory. In their meaty chapter, Baucus and Baucus (2014) thoroughly explain their arguments, provide diagrams, and present specific propositions to research. In so doing, their chapter is a good example of how to construct and present arguments to connect neural functioning with entrepreneurial phenomena. Thus, the arguments are there, we simply need to test propositions via empirical studies. Below I outline two ways future research in entrepreneurship can fill this gap.

Possible Future Pathways for Organizational Neuroscience in Entrepreneurship Research

Path 1: Leverage Extreme Contexts to Improve Understanding

Startups that are scaling, particularly high-growth ventures, must grapple with extreme growth within short periods of time. Within those startups are founders and CEOs and their brains are trying to keep up with massive amounts of change occurring at a rapid pace. Their work environment is highly uncertain and is packed with threats to success. That is a meaningful context in which to study neural activity in response to complex, emotional, challenging work. How does neural activity (e.g., fear-related networks, amygdala) of founders help them respond adaptively (or not) to pressure from investors or clients. It may be that low sensitivity to those threats as seen in the Behavioral Inhibition System could help founders scale their startups (Lerner et al., 2018).

Path 2: Be Open to Integration

Valuable contributions to the literature could come from linking additional topics into an organizational neuroscience approach to entrepreneurship research. For example, connections between entrepreneurship and neuroscience could incorporate work design, specifically feedback. Feedback in work is increasingly available via wearables, online dashboards, web content regarding competitors' performance, and entrepreneurs receive feedback from advisory boards, customers, and employees. At its core, feedback is information. It is information specific to task performance (Hackman & Oldham, 1976). Thus, to process feedback is to process information, which requires attentional control relying on neural networks involved in sensation, perception, memory, and emotional regulation.

Another topic that may be worth integrating is physical space. Growing popularity of coworking spaces for startups means a different collection of stimuli requiring different neurological processing compared with remote working arrangements. The physical work space can decrease control over interruptions, both audio (e.g., that talkative business development guy loves to strike up conversations with you) and visual (e.g., your favorite place to work in the coworking space becomes hectic when an external speaker comes for an event). Relatedly, virtual teamwork means different cognitive processes occur in order to collaborate compared with the rich, nonverbal information from in-person interactions with coworkers. Neural processes can both influence behavior and can be influenced by behaviors. Thus, future work should consider research designs to explore reciprocal relationships and take into account the influence of context. A good resource for thinking through contextual influences is socially situated cognition, explained in Healy and Hodgkinson's (2015) book chapter.

Conclusions

In a sense entrepreneurship scholars can look at organizational neuroscience from an entrepreneurial mindset to view it as a research opportunity to exploit. Just as second entrants can benefit from lessons learned, entrepreneurial scholars should be aware of what scholars have already done in leadership and other areas to build on their body of knowledge. The interest in connecting entrepreneurship with neuroscience exists, but hefty challenges remain. The most critical next step to advance this area is to do the empirical research that offers meaningful insights. Like founders with their own ventures, taking action will be key in order to iterate and learn from other researchers in this space. A popular saying heard in relation to Buddhist meditation is no mud, no lotus. Plenty of writing has outlined specifications of the challenges in organizational neuroscience (i.e., the mud). Now let's collectively don our boots, take steps getting our feet dirty, and make our way to that metaphorical lotus of scientific discovery.

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Congress Passes FY 2019 Spending Bill

On February 14, after months of negotiations and the longest government shutdown in history, Congress passed a compromise $333 billion, seven-bill fiscal year (FY) 2019 appropriations "minibus" package. President Trump signed the bill into law on February 15. This is the third and final minibus passed by Congress for FY 2019, just 1 day shy of the expiration of a stop-gap measure that averted another government shutdown for major research agencies such as the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA). The Department of Energy and Department of Defense received finalized FY 2019 under earlier minibus packages.

The final FY 2019 minibus package accounts for 25% of discretionary spending and reflects the House–Senate agreement struck last December on FY 2019 funding prior to the shutdown, save for the Department of Homeland Security (DHS) border wall funding. The final funding package passed with largely bipartisan support with the House voting 300 to 138 in favor and passing the Senate by 83– 16. NSF is funded at $8.075 billion in the minibus, an increase of $308 million or 4.0% over the FY 2018 enacted level, whereas NASA received $21.5 billion, which is $763 million or 3.7% above FY 2018, including an increase of $684.2 million for science programs.

Federal agencies impacted by the partial government shutdown that are wrestling with prolonged effects and delays, will now have an abbreviated timeline to obligate FY 2019 funding before the end of the fiscal year in September.

Sources and Additional Information:

- The FY 2019 minibus explanatory statement is available at https://docs.house.gov/billsthisweek/20190211/116hrpt9-JointExplanatoryStatement.pdf.

SIOP Informs Policymakers of the Effects of Shutdown Furloughs on Federal Workforce

On January 23, the 33rd day of the partial government shutdown, SIOP President **Talya Bauer** coordinated with Lewis-Burke Associates LLC (Lewis-Burke) to send a letter to congressional leadership, urging them to consider I-O psychology findings on the destabilizing impacts of shutdown furloughs on the federal workforce. The letter aligns with both SIOP's advocacy mission to ensure I-O psychology research and practices are considered in the development of federal policies and the Society's commitment to support our members impacted by the partial shutdown.

The letter showcases I-O research findings that were reviewed and cleared by SIOP members who are experts on the impacts of prolonged furloughs on federal employees. Findings included decreased organizational commitment, stress and exhaustion, reduced productivity, decreased trust, and dissatisfaction. The letter encourages policymakers to consider these impacts on the federal workforce, including SIOP members, during ongoing and future budgetary deliberations, and offers SIOP as a resource going forward.

This letter serves as a concrete example of SIOP expertise and interest in sound federal workforce policies and will be leveraged in future interactions with relevant congressional staff. Complete text of the letter can be found on the SIOP website.

Working Group on the Technology-Enabled Workforce Hits the Ground Running

As previously reported, SIOP has launched a new Advocacy Area on the Technology-Enabled Workforce to provide member-driven support for advocacy for the consideration of evidence-based I-O psychology as policymakers address the various challenges and opportunities related to areas such as the impact of automation and new technologies on the workforce. Since forming, the Advocacy Area working group has been hard at work to get their message out to policymakers.

The working group began by collaborating to draft an advocacy statement to inform federal stakeholders on I-O psychology and how it can help shape policies to better integrate technology into the workforce and build an effective "workforce of the future," an emerging priority for Congress and federal agencies. The statement, which provides practical examples of how I-O findings can be leveraged to address several issues in the ongoing debate over the future of work, will be used as a tool for engaging federal audiences who may not be familiar with SIOP or I-O. The statement addresses several key topics, including automation, cybersecurity, teleworking and contingent workforces, STEM education and training pipelines, and the implementation of new technologies.

The working group then provided feedback on a draft bill obtained by Lewis-Burke, which aims to create a national initiative to address artificial intelligence (AI) research and workforce development. The working group worked closely with Lewis-Burke to suggest language for congressional staff drafting the bill that raises the profile of I-O research and ensures I-O principles are being considered when developing strategies around training an AI workforce and integrating AI technologies into the workplace. Lewis-Burke will be sure to provide additional information on the bill as it is introduced and considered by Congress in the coming weeks.

Working for the United Nations: More Perspectives of SIOP Members

In the January issue, the SIOP UN team presented its first article that shared the inside perspective of SIOP members who have worked with the UN as interns or volunteers. As promised, in this follow-up article, we present insights of SIOP members who have worked as staff members for the United Nations.

Our format is very similar to the previous article in that we ask three broad questions to our two interviewees. Both of the interviewees are SIOP members who have been actively engaged in the work of the SIOP UN team. Aimee Lace is a former UN staff member with UNITAR who is now a doctoral student and one of our SIOP team's interns who has worked on our Innovation and Learning Series. Leila Regina El-Hage is a current UN staff member with the Human Resources Services Division who has been a key liaison for our committee and collaborator on the Innovation and Learning Series.

First we asked our interviewees to **tell us about your background and how it led to your work at the UN?** This is what they had to say.

Aimee Lace: Interestingly enough, my background in the UN led me to I-O psychology! I studied both psychology and global studies in college at the University of Minnesota, and have always been fascinated by the intersection of these two fields. Going back and forth between global public policy and social psychology courses, I was struck by the value added that a psychological understanding of leadership, teamwork, and conflict resolution in particular can have in the international relations sphere. I worked at the United Nations Institute for Training and Research (UNITAR) in Geneva after college, and my experience there deepened my curiosity about how to help people work together better, particularly in complex environments, so that their important objectives could more easily be accomplished. Now, as a doctoral student at Columbia University, I love taking advantage of (and creating!) opportunities to leverage psychological insights throughout the United Nations system.

Leila Regina El-Hage. I hold a master's in Organizational and Social Psychology from the London School of Economics and spent most of my career as a human resources management consultant for a multinational organization in the Middle East and North Africa. Prior to that, I worked in leadership development within a semi-public organization in Dubai. While this provided me with a broad range of human resources expertise across organizations and industries, I still longed for a more globally impactful career. Being half Lebanese, half American, and having grown up moving between the US, Australia, Saudi Arabia, Lebanon, the United Kingdom, and the United Arab Emirates no doubt played a big part in this goal. Although I found my consulting work rewarding, I was always on the lookout for ways to leverage my experience and make a greater impact. I was browsing SIOP's job network when I discovered there was a talent assessment specialist position at the United Nations within the Office of Human Resources. I happened to be in New York for a consulting project and was able to interview immediately. The rest is history!

Next we asked our interviewees to ***share a bit about their work at the UN and how their I-O psychology background has prepared them*** for this work.

Aimee Lace: Since leaving full-time work with the UN to start my PhD, I've continued to work on and off as a consultant for UNITAR in the areas of social development and peacekeeping training, including the topic of leadership in complex environments. My training in I-O psychology complements the extensive on-the-ground experience of my colleagues in international affairs, as my knowledge of empiricall backed frameworks and techniques helps participants make sense of their experiences and think innovatively about new approaches to take.

Leila Regina El-Hage: Thanks to my background in organizational psychology and more specifically, my international experience delivering various assessment projects, I joined a team of I-Os responsible for providing assessment and selection services to the global UN Secretariat. One of my many projects was developing and administering the pilot (to over 6000 applicants) of an innovative automated self-report screening tool. This required me to work closely with multiple stakeholders throughout the organization to ensure alignment with policy, and ultimately, the tool's configuration in the UN's talent management system. I have also provided offices and departments with customized assessment solutions for their selection needs, including case studies, situational judgement tests, and psychometric tools. Moreover, I've delivered trainings on test development and quality assurance across multiple duty stations including in Switzerland, Austria, Chile, and my home country of Lebanon. I've also been coordinating the UN–SIOP Innovation and Learning program, which promotes I-O in the UN. At the moment I am coleading a surge team responsible for the recruitment of ±100 development coordination positions in order to support the Secretary General's reform agenda.

Finally, we asked our interviewees if they had some ***advice to share for others who are interested in working with the UN or with humanitarian work psychology more generally***?

Aimee Lace: A piece of advice a mentor once shared with me was that incorporating I-O psychology into the UN in new ways requires an entrepreneurial mindset. UN staff and diplomats may not necessarily know what I-O psychology is, but they do feel acutely the problems that we are equipped to address. Therefore, strong skills, creativity in communicating them, and good doses of patience and persistence are critical when seeking to enter the UN system. In addition, on a practical level, taking time to learn more about the UN, its structure, and its mandate can help you navigate potential opportunities, and, for those who have them, language skills and experience abroad can also be assets when seeking to enter the system.

Leila Regina El-Hage. Patience, persistence, and a bit of serendipity are key ingredients to finding a career in the UN. You never know when a need will arise for a special I-O-related skillset. As the organization is uniquely dynamic and diverse, there are a lot of exciting opportunities to streamline processes using innovative tools and methodology for which an I-O background is particularly well suited. The organization regularly recruits interns, consultants and temporary positions for specialty assignments involving statistics, testing, human resources and talent management. SIOP is a great resource for these kinds of positions and we are working to leverage this channel as much as possible to bring the relatively unknown field of I-O into the UN. Although experience in the development and humanitarian world would most definitely be an asset for many positions within the UN system—especially the agencies, funds and programs—you'd be surprised how often technical expertise from outside of these fields are sought. In conclusion, I would also say a healthy dose of comfort with uncertainty is your best friend when applying and working for the United Nations. If you are adaptable and resilient in this constantly evolving organization, you'll find a way to contribute to its vision and mission.

We would like to express our gratitude with Aimee and Leila for sharing their unique perspectives on their UN experiences. As you can see, I-O psychologists arrive at the UN from a variety of pathways (or in some cases are brought to the field of I-O psychology from their work at the UN!). If you are interested in getting connected with the work of SIOP at the UN, please be sure to check our page on the SIOP website (http://my.siop.org/Advocacy/SIOP-and-the-United-Nations). Also, be sure to look for UN job postings on SIOP's JobNet. If you are interested in learning more about how to find other volunteer and job opportunities at the UN, please read Saari et al.'s (2018) *TIP* article, "I-O Psychology at the United Nations: Job and Internship Opportunities."

The SIOP UN Committee is supported by the gracious efforts of the following committee members, interns, and emeritus volunteers: **Stuart Carr, Lori Foster, Dan Maday, Drew Mallory, Ines Meyer, Julie Olson-Buchanan (Chair), Mathian Osicki, Mark Poteet, Walter Reichman, Deborah Rupp, Lise Saari, John C. Scott,** and **Nabila Sheikh.**

Local I-O Groups' Great Hits

Anna Erickson, SHL; Ginger Whelan, Whelan & Associates; Donna Sylvan, Sylvan & Associates; Brooke Allison, TIAA; Peter Scontrino, Scontrino-Powell; and Naz Tadjbakhsh, Alliant International University

It's that time of year again. Soon thousands of I-O psychologists will be descending upon the National Harbor to exchange knowledge, ideas, and learnings. As the conference approaches, we are inspired by the theme "I am SIOP" that **Talya Bauer** championed throughout her term as SIOP president. And, inspired by this vision, many SIOP members will choose to continue that energy once they return home through participation in a local I-O group. Local I-O Groups throughout the country (and around the world) are living proof of the "I am SIOP" vision as they extend the learning, networking, and sharing into local communities.

Over the past few years, the Local I-O Group Committee has encouraged those wanting to continue that journey in providing advice, support, and tools to those wanting to start or maintain a local group. Let's be honest: Starting up can be tough. Finding a convenient time and place to meet is a challenging first priority. But once that's settled, the longer term and ongoing question always circles back to speakers, presentations, and topics. This is a challenge for new as well as mature groups.

We've got your back.

We have assembled here some "greatest hits" of the Local I-O Group play list—some ideas from around the country – sources of speakers and topic ideas – that will help move you to get started in the right direction or move your existing group to a new level.

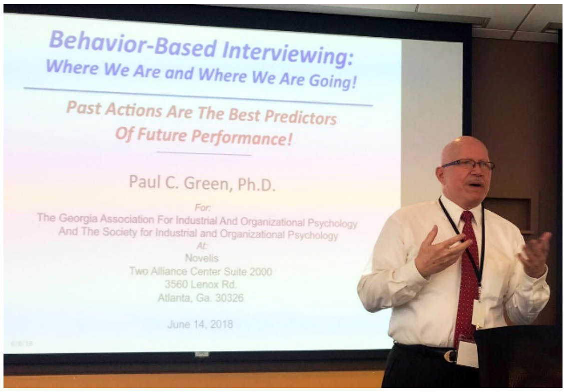
Tapping Local Talent

Chances are there are experts right in your own backyard, and that's often a great place to start your recruiting. Local universities and consulting firms are, of course, a great place to start.

> *If I ever go looking for my heart's desire again, I won't look any further than my own back yard. Because if it isn't there, I never really lost it to begin with.*
> *-Dorothy Gale in The Wizard of Oz, 1939*

- The ***North Carolina Industrial and Organizational Psychologists*** (NCIOP; www.nciop.org) recruited Dr. **Steven Rogelberg**, Chancellor's Professor at UNC Charlotte, to present on a topic he knows best: facilitating effective meetings. Dr. Rogelberg, author of the book *The Surprising Science of Meetings: How You Can Lead Your Team to Peak Performance*, has well over 100 publications and recently won the highly prestigious Humboldt Award for his research on meeting science. He led the group through key learnings on how meeting effectiveness is systematically studied and implemented in organizations in a highly interactive and engaging presentation.

- Behavioral interviewing expert **Paul Green** facilitated a three-hour continuing education workshop for members of the ***Georgia Association for Industrial and Organizational Psychology*** (GAIOP; https://www.gaiop.org/): *Behavior-Based Interviewing: Where We Are, and Where We Are Going*. Dr. Green discussed interviewer resistance to structure and ineffective scoring which can undermine the usefulness of behavioral interviewing techniques. The workshop provided an overview of the foundation and core concepts of behavior-based interviewing, and an innovative approach to interview training and scoring.



- Minnesota has its share of thought leaders as well who provide great insights and thought leadership when they present at ***Minnesota Professionals for Psychology Applied to Work*** (MPPAW; www.mppaw.org) meetings. In February, MPPAW members learned about the latest research in gamification and game-based assessment from **Richard Landers**, associate professor of Psychology at the University of Minnesota and John P. Campbell Distinguished Professorship of Industrial-Organizational Psychology. In April, MPPAW will welcome professor of Psychology at the University of Minnesota and SIOP Fellow **Deniz Ones** who will share her insights on the Next Generation of Measurement.
- The ***Memphis I-O Psychologists*** (MIOP; https://memphisiop.weebly.com/) welcomed its own local rock star, **Kurt Kraiger**, former SIOP President, professor and chair of the Department of Management, Fogelman College of Business and Economics, University of Memphis. Dr. Kraiger gave an engaging presentation on the what, why and how of mentoring titled "I've committed to mentoring someone. Now what do I do?"

Local business leaders are another great source of expertise as are practitioners working within local companies. They are often great at conveying practical insights and experience based learnings.

- The ***Memphis I-O Psychologists*** (MIOP; https://memphisiop.weebly.com/) learned about Workforce Planning from **Marta Brown**, managing director FedEx Freight. Dr. Brown also discussed how to position a team for success during an organizational expansion. She reviewed how to assess the current employee mix, movement trends, and forecasting models.
- MIOP also hosted a meeting focusing on an ***Executive View of I-O*** featuring three local vice presidents of HR (from FedEx, First Tennessee, Service Master) who spoke about how they partner with internal and external I-O psychologists to achieve their objectives. Presenters were given questions ahead of time and fielded questions during the meeting. The session was organized by **Jerilyn Hayward**, hosted at ServiceMaster, and was the most attended meeting for the group.

- ***MPPAW*** members learned about the impact of I-O on the world of ***Diversity and Inclusion*** during a panel discussion from **Doug Molitor** (manager, HR Compliance and Talent Assessment at 3M Company), Andre Hennig (senior talent management consultant at Target), and **Kyle Lundby** (principal at Global Aspect Human Capital Advisors). During this interactive session, **Mikel Marzofka** (industrial and organizational consultant and student at the University of Wisconsin–Stout) facilitated a panel-style discussion of the role of I-O practitioners in diversity and inclusion. The panelists shared how they became involved in work in the diversity and inclusion and what that work looks like as an I-O practitioner. They also included advice about how I-Os who are passionate about diversity and inclusion issues can get involved as well as how the I-O field can better support diversity and inclusion initiatives.

- ***Kansas City Organizational Development Network*** (KCODN) hosted **Catherine Stewart** (director, Talent, Culture, & Organizational Development at H&R Block) who shared her expertise in ***Setting Up Shop: The OE/OD Team as a Service Provider***. For those curious to know how the OE/OD team's structure and services compare to others, Catherine shared what she had learned about other OE/OD shops in the KC area. She also described how H&R Block's OE team is organized, talked briefly about a few of their key programs and services, shared how the team works with HR business partners, and showed how they report against their four disciplines at year end.
- In Los Angeles, ***The Practitioner Lab*** has hosted events with numerous business and thought leaders in order to meet the localized needs of its practitioners. The Practitioner Lab, co-led by **Melissa Steach** (Human Factors & Ergonomics Specialist at Herman Miller) and Naz Tadjbakhsh (Learning & Organization Development at The Walt Disney Company) is a grassroots community of practice with members who share an interest in promoting the science and practice of psychology to the world of work and organizations in order to enhance the ways people experience work. They do this by discussing best practices and actionable insights to drive positive change in organizations. The Practitioner Lab has hosted events with thought leaders such as Dr. **Pauline Arneberg**, organization change and appreciative inquiry expert, **Philip Horváth**, future-ready leadership and innovation consultant, and **Alicia Dunams**, international leadership trainer and author of ***I Get To: How Using the Right Words Can Radically Transform Your Life, Relationships & Business***.

Learning From One Another

A number of local groups host collaborative learning events in which members share and discuss learnings from conferences they've attended or projects they've undertaken. Although these sessions are also "tapping local talent," they're included here because of the less formal, more discussion based format.

"Many ideas grow better when transplanted into another mind than the one where they sprang up" (Oliver Wendell Holmes, 1900)

- After participating in the 2015 LEC Symposium, **Peter Scontrino** (senior consultant at Scontrino-Powell) summarized the high points and detailed notes from the symposium for fellow members of Puget Sound Association of I-O Psychology. As part of his presentation, he summarized four different case studies, presented lessons learned, and identified best practices in this rapidly evolving area.
- Similarly, ***Bobby Bullock*** (research scientist at Amazon Web Services) facilitated a discussion among workshop participants who had attended the 2015 SIOP Annual Convention. Each participant shared four or five takeaways that they had from the Annual Convention with fellow members of the Puget Sound Association of I-O Psychology.
- GAIOP sponsored a ***Best of SIOP 2018*** panel facilitated by **Randall Lucius** (director, Organizational Development, Emory University). Panelists included Dr. Lucius, **Michele Ingram Mobley** (psychologist at Management Psychology Group), **Sarah Carr Evans** (Principal at Leadership Insights), **Amber Fritsch** (senior employee & engagement consultant at SunTrust), and **James Illingworth** (director of Talent Solutions at Geode People) who shared highlights from presentations given at the SIOP Conference and discuss implications for teaching and/or practice, with audience participation encouraged throughout.

- **Ginger Whelan** (president at Whelan & Associates, LLC) and **Laura Hehn** (senior director, Talent Development and Analytics at ServiceMaster) led the ***Memphis I-O Psychologists*** (MIOP) in a game of I-O Jeopardy. In this interactive local group session, members were divided into two teams and played a version of Jeopardy. A game board featured fun I-O topics like "Validity Generalization."
- Recognizing the importance of networking and community, MPPAW has created a leadership function specifically to facilitate networking events (you know…happy hours and parties and such). MPPAW members **Christina Honsa** (Consultant at Colihan Consulting) and Mikel Marzofka are currently serving as ***Member Engagement Officers*** and are tasked with planning and executing various social events for members outside of monthly meetings. They also build relationships with local nonprofit organizations in order to cultivate volunteer opportunities for members.

> *Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life.*
> *Amy Poehler, 2011*

Bringing in the Big Guns

Recruiting out of town presenters can be tricky. Most local groups have limited budgets, so are unable to offer stipends or expense reimbursements for out of town presenters. However, some groups have gotten creative by offering to pay travel for one speaker per year, partnering with other organizations (such as local universities) to share the costs, or finding a time when the specific speaker will be passing through on business or personal travel. Many consultants and researchers will be happy to share their

ideas and knowledge, especially if they're presenting on a topic they've presented before. Here are a few examples.

- Last summer, **Meredith Thompson** presented at the Portland Industrial & Organizational Psychology Association on the topic of Ostracism's Heavy Toll: Emotional Exhaustion at Work and at Home. Meredith's presentation focused on how workplace ostracism may cross over to affect not only the employee but also the employee's family. This presentation was sponsored by the E. Sullivan Speaker Series in Psychology/ Industrial-Organizational Psychology Research Colloquium.
- ***MPPAW*** partners with the I-O program at ***Minnesota State University at Mankato*** to offer limited funding to bring in one out of town speaker per year. This year's guest speaker was **Alan Colquitt** who provided his vision for the next generation of performance management in his presentation "Performance Management: Current State, Future State," based on the research he did for his book *Next Generation Performance Management: The Triumph of Science Over Myth and Superstition.* Attendees learned about the limitations of current performance management practices, the trends that make those processes ineffective, and new directions in evidence based performance management processes.

- The ***Georgia Association for Industrial and Organizational Psychology*** (GAIOP; https://www.gaiop.org/) helped cover travel expenses for **Toni Locklear** (VP & litigation practice leader, APTMetrics) and **Katey Foster** (director & litigation associate practice leader) to discuss how the legal landscape around employment decisions continues to evolve. Their presentation, *Employment Decisions–The Current Legal and Ethical Landscape*, provided an update on those changes with significant implications for HR practices and included discussion of recent court cases, new and updated employment regulations, and the current priorities of regulatory agencies. The session also included discussion of best practices in the development and validation of procedures for making legally defensible employment decisions.

Still Hungry for More?

This article provides just a taste of the fabulous meeting topics and intriguing presenters that local groups are hosting around the country. There's so, SO much more. We've barely scratched the surface. For example, we haven't even mentioned the special programs hosted by local groups, such as the ***MPPAW's*** mentoring program, the annual career day hosted by the ***New York Metropolitan Association of Applied Psychology*** (METRO; http://www.metroapppsych.com/), or the way ***GAIOP*** partners with SIOP to offer continuing education credits for the workshops they offer.

If we've piqued your interest and you're ready to learn more, here are some additional resources.

- Check out events near you or across the country by referencing the events calendar: There is an event calendar that lists local events in your area: http://my.siop.org/Meetings/Local-Events

- Reach out to other local groups. You can find a list of local groups along with contact names and websites here: http://my.siop.org/Resources/IOGroups
- Visit our booth at the SIOP conference. The Local I-O Groups Relations Committee will be staffing a booth in the committee zone at the SIOP on Thursday, noon–2:00, and on Friday, 12:30–2:30. We will have various resources available for those who are interested in starting, maintaining, or invigorating their own local group.
- Also at the SIOP Conference: Learn, share, and brainstorm with other local group leaders during our Local I-O Group Incubator Session on Friday, April 5, at 4:00 in National Harbor 1.

Challenges, Trends, and Opportunities of the Testing Industry: Practitioners' Perspectives

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Tests and their results influence millions of lives every day, whether it is in school, at work, or in other settings (https://www.testpublishers.org/our-mission). Assessments are an integral part of the employment experience for selection, development, certification, licensure, and workforce skills credentialing. The testing industry faces numerous challenges, changes, and opportunities.

The Association of Test Publishers (ATP) was founded to promote and develop testing and assessment best practices and to facilitate an environment that would benefit test takers, businesses, educational organizations, and society in general. ATP is an international, nonprofit trade association representing providers of tests and assessment tools and/or services related to occupational, certification, licensure, educational, clinical or other similar uses. ATP is dedicated to the highest level of professionalism and business ethics within the test publishing community. Each year ATP holds an Innovations in Testing conference, which provides an opportunity for assessment professionals to learn about emerging technologies, new methodologies, data analytics, legislation, and so on.

In this article, members of the ATP I/O Division explore how the industry is adapting to some of the changes and challenges, and future opportunities for applied research. The authors are applied researchers who discuss how the testing industry is responding to current shifts in assessment methods, future trends that are shaping the industry, and implications for I-O professionals.

Background

The past decade has seen a substantial number of changes in labor trends in large part driven by broader trends based on the rapid pace in which technology is advancing and globalization (National Academies, 2017). The testing industry is seeing a variety of challenges arise as a result of these trends. With regards to the pace of changes in technology as a source of challenges, the testing industry has shifted its delivery of assessments from a majority paper and pencil to a majority computer delivered (via the Internet) across a broad range of platforms and devices (Lawrence, 2018). Initially, this shift led to a variety of questions as to whether or not computer-delivered assessments were equivalent to paper and pencil ones. Although these questions are still being asked (particularly for high stakes assessments), the industry has accepted that computer delivery has become the primary mode of assessment administration and has started focusing on the testing experience, as well as test-taker behavior and engagement (Kantrowitz & Gutierrez, 2017).

One industry challenge due to technology involves the use and evaluation of unproctored Internet testing (UIT). This method has been gaining ground as a common method for screening candidates. However, some issues that loom large for UIT are test security and accessibility by diverse populations, particularly those from underrepresented groups (e.g., individuals from rural areas, low socioeconomic lev-

els, English-language learners). An industry trend that is being driven by advances in technology is the increased influence of artificial intelligence (AI) and machine learning in the development, delivery, and reporting of assessment and training applications; in fact, this is the number one workplace trend (SIOP, 2019). As digital learning becomes more prominent, there is an increased need to generate vast amounts of assessment and instructional content, some of which is starting to be done via AI (Gierl, Lai & Zhang, 2018). Further, there is increased demand to provide more personalized assessment and feedback in order to provide users with information that can suggest specific instructional or training actions (Casillas, 2018).

With regard to globalization as a source of challenges, the testing industry has seen a dramatic change in the way that organizations recruit talent, with many industries recruiting globally not just locally. Given a broader set of users, this has implications for the way in which assessments are designed (e.g., increasing complexity of items and tasks), as well as how they are validated (e.g., need to support claims about equivalency across cultures and languages; Casillas, 2018; International Test Commission, 2017). Globalization has also placed an increased focus on cross-cultural research to help inform how to develop and/or improve organizational assessments, policies, and training programs. Examples of industry applications that are being impacted by globalization include identification of high potential employees, organizational training programs, strategies for communicating and motivating a diverse and inclusive workforce, and collaboration among members of virtual teams (which are often composed of workers who are distributed throughout the globe).

A few of the trends, challenges and opportunities that the assessment industry is facing are addressed by the authors. This is not a comprehensive review of the trends, challenges, and opportunities, but provides a glimpse into how assessment professionals are handling a rapidly advancing industry.

Technology: *How is technology, including AI and machine learning, influencing the way in which assessments are designed and delivered?*

The assessment industry has seen technology change assessment design and delivery in multiple ways. Recent advances in the design and delivery of assessments due to technology include assessment delivery via mobile devices, high-fidelity assessments (For example: situational judgment, video vignettes, computer simulations), automatic item generation (AIG), and gamified assessments.

Mobile device testing. The ability to deliver assessments on multiple devices helps improve convenience and access, especially with developing countries and underprivileged populations. Research has often found equivalence between computer and mobile device delivery for assessments, though not all assessments are (c.f. Brown & Grossenbacher, 2017; Dages, Zimmer, & Jones, 2017; King, Ryan, Kantrowitz, Grelle & Dainis, 2015).

Automatic item generation. AIG uses an algorithm to create new items for specific content, based on an item template. AIG has been used for mental ability and knowledge assessments (e.g., reading comprehension, nonverbal reasoning, professional credential testing, and medical and dental examinations [c.f. Blum & Holling, 2018; Gierl, Byrne, Spielman, & Waldschmidt, 2016]). Using AIG may reduce costs and time needed for item writing and increase security of assessment content.

Gamification. Gamified assessments use game elements to make assessments more engaging, fun, and in some cases create a closer approximation of the job tasks. Gamified assessments often use artificial intelligence (AI) and/or machine learning for the development of the assessments. They provide a

stream of potentially scoreable data points (speed, accuracy, judgement, decision, etc.) that may help measure multiple job-relevant constructs (Fetzer, 2015). Gamified assessments need continued research to determine the predictiveness and best application of these types of assessments (Arthur, Doverspike, Kinney, & O'Connell, 2017).

Technology: *How do you ensure that unproctored assessments remain secure?*

Publishers of high-stake assessments need to ensure secure administration of the assessments, which often means the use of proctored assessment centers. Increasingly, test publishers are using various technologies to ensure high-stakes assessments can be securely administered in unproctored environments at every step of the process. Some technologies include biometrics and video to confirm identity, data analytics for cheating detection, measuring eye movements and response time, block web addresses and certain functionality (copy-paste), computerized adaptive testing (CAT), and AIG. There are security technologies used before, during, and after administration that can provide security for high-stakes assessments. These technologies incorporate AI, machine learning, and advanced analytics.

There will likely continue to be advancements, research, and increased application of mobile devices testing, AIG, gamified assessments, and unproctored assessment security.

Globalization: *When doing cross-cultural assessment and training work, what are some important considerations to keep in mind? How is the testing industry ensuring that the assessment, certification, and training solutions that it develops are fair, inclusive, and equitable for the populations for which the solutions are used?*

Increasingly, assessments developed for one culture/language are being used in other cultures and languages, so it is of vital importance that these assessments have sufficient evidence to support reliable and valid scores, as well as appropriate interpretations. Thus, whenever researchers or practitioners are contemplating the translation or adaptation of an assessment to another population, it is key to ensure that the design, development, and validation efforts of such assessments are consistent with best practices in transadaptation of tests. Besides the AERA, APA, NCME Standards (2014), one of the most helpful resources is the International Test Commission's *Guidelines for Translating and Adapting Tests* (ITC, 2017). These consist of 18 guidelines organized around six broad topics: (a) *Precondition* underscores the fact that decisions need to be made before the translation/adaptation process begins. (b) *Test Development* focuses on the actual process of adapting a test. (c) *Confirmation* includes guidelines associated with the collection of evidence to address the equivalence, reliability, and validity of a test in multiple languages and cultures. (d) *Administration* highlights the specification of testing conditions and instructions to minimize culture- and language-related problems that can impact validity. (e) *Score Scales and Interpretation* provides guidance for interpreting group score differences, and (f) *Documentation* focuses on the need to provide clear technical documentation, as well as documentation that can support good practice for users of transadapted tests. In addition to the *Guidelines*, ITC provides helpful explanations and suggestions for implementing the guidelines in practice. It is worth noting that, even if you are not engaging in a formal transadaptation project, it is helpful to refer to the ITC guidelines when using assessments with (sub)groups of individuals in the U.S., such as comparing native English speakers with English language learners.

Future Trends: *What knowledge and skills will I-O psychologists need to stay abreast of the changes taking place in the world of work due to the influence of technology and globalization?*

Technology is driving most of the changes in our field. It allows us to collect more data more frequently from more people in more locations more cheaply than ever before. This is Big Data applied to workplace and organizational settings, and I-O psychologists will need two additional sets of skills (both with origins in computer science) to succeed in this environment.

First, the increasing amount of available data will require I-O psychologists to become more proficient with large databases and the ability to extract information from them. These data are not solely test scores and supervisor ratings anymore, and may include traditional data alongside social media posts, text from websites, or data collected from wearables. The file types we use to teach statistics (e.g., single Excel files) used to be similar to our work after graduate training. That is no longer the case, as data can be too large or too unstructured for widely used programs.

Second, the increasing number of variables we can measure requires I-O psychologists to distinguish predictive variables from nonpredictive ones. Machine learning techniques were designed to do just this and more, and savvy I-O psychologists are able to do these analyses, often in software like R or Python--though other programs do exist. Many of these techniques require large amounts of data, relating both sets of skills. Although big data and machine learning can be incredibly powerful, these innovations still require human experts to contextualize findings relative to existing bodies of theoretical and empirical work, and, in turn, to make appropriate interpretations. Compared to other data scientists, I-O psychologists are uniquely prepared to provide this context and make appropriate interpretations.

Future Trends: *How can early-career I-O professionals become more familiar with the work of the Association of Test Publishers and its members?*

ATP is relevant for professionals involved with or interested in test development, test delivery, test security, psychometrics, test users, managing test programs, distance learning, educational technologies, game design for the purpose of assessment, and many others. Anyone can find out more information about ATP on its website (https://www.testpublishers.org). There is also a LinkedIn group (https://www.linkedin.com/company/association-of-test-publishers), and you can connect on Twitter at (@atpconf).

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Emerging Issues in the Licensure of I-O Psychologists: Part I

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Keywords: I-O psychology, Licensure, Certification, Credentialing, Branding

This is the first of two articles exploring issues related to the licensure, certification, and credentialing of I-O psychologists. The potential for I-O psychologists to harm the public is discussed, and distinctions between licensing, certification, and credentialing are drawn. It is suggested that SIOP must distinguish I-O psychology from other fields, and this distinction may be enhanced through licensing and/or certification efforts. Finally, it is suggested that such efforts to distinguish I-O psychology from other fields will greatly improve the branding of I-O psychology.

Emerging Issues in the Licensure of I-O Psychologists: Part I

This is the first of two articles that we will write in regards to licensure issues. This article will address licensure, certification, and credentialing issues, as well as discuss the protection, branding, and activities need to grow the field of I-O psychology. For this article, the first author has been the chair for the SIOP State Affairs Committee (which is now the Licensing, Certification, and Credentialing Committee) since 2011, whereas the second author is an I-O psychologist who has been the a member of the Wisconsin Board of Psychology since 2011 and the chair of the Wisconsin Board since 2014. Across these two articles, we are going to discuss several issues that ultimately address the possible growth and future survival of I-O psychology.

The first issue we are going to cover pertains to licensure, which is a very controversial issue in I-O psychology. The core issue of licensure in any field, including psychology, is to protect the public from potential harm. That is, if the practice of some profession has the potential to harm the public, it may be a candidate for licensure. Although some have proclaimed that licensure restricts free trade, restricts membership in a profession, and actually protects a profession from competition (instead of protecting the public; Kleiner, 2013), the act of licensure is not determined by a profession but by state and provincial legislators.

Given that the central issue in determining if professionals in a given field should be licensed is whether or not they can harm the public, an important question is, "Can I-O psychologists (or those practicing I-O psychology) harm the public?" In the 2011 SIOP Membership Survey, the question, "Individuals and/or their employer organizations could be harmed in some way (e.g., experience financial or emotional distress) if someone without advanced training in I-O psychology tried to do my work" was asked, and 64% responded with *strongly agree* or *agree*. More recently, Shen (2016) found that 68% of CSIOP members reported that harm could be inflicted upon the public if others without appropriate I-O psychology training attempted to do their work. Additionally, Axton, Porr, Dumani, and Ferro (2016) reported that respondents to the 2015 Practitioner Needs Survey (distributed by SIOP) indicated that the potential for causing harm was either *very likely* (60%) or *somewhat likely* (29%) if someone without advanced training tried to do their work.

If the majority is to be believed, and because there is already licensure for psychologists, then this outcome would suggest that those who practice I-O psychology should be licensed.

Yet, the question on the 2011 SIOP Membership survey was very general and not in any way specific. It could be argued that many of the activities that an I-O psychology-trained professional engages in do not harm the public but that some set of activities may harm the public. For example, designing and delivering a training program on a new IT system may result in little to no harm to the public. On the other hand, designing a selection system for a struggling, large employer may have implications for those being considered for a job, the health and welfare of the organization, and the surrounding community. Hence, future work should determine which particular I-O psychology activities harm the public. Although it may be tempting to suggest that only professionals who engage in activities deemed to be harmful to the public should pursue licensing, it could also create a serious problematic issue if an unlicensed professional begins to practice in areas that do cause harm to the public.

Although SIOP notes that "many activities…. of I-O psychologists are not subject to licensure, SIOP's policy on licensure states that, "SIOP members should be allowed to be licensed ….if they desire, and SIOP should provide guidance to state licensing boards on how to evaluate the education and training of an I-O psychologist." Although admirable, this policy is a bit misleading, as it seems to suggest that it is up to the individuals to determine if they should be licensed. As noted above, this decision is not made by an individual; it is determined by the law in each and every jurisdiction. This would be like saying SIOP will help those who are driving to get their driver's license if they want to get their license. Persons who drive in public are not at liberty to decide for themselves if they should be licensed. The act of driving on public roads is regulated by the state, which determines who must be licensed. In much the same vein, although we believe SIOP should work to help those who want to become licensed by reducing barriers to licensure for professionals practicing I-O psychology, many members of SIOP have made it very clear they are against licensure. Again, they do not get to decide if I-O professionals should or should not get licensed. That decision is made by legislators. Instead, SIOP and its members should be involved in crafting legislation that either reduces barriers for I-O psychologists to become licensed or they should take the stance that I-O psychologists be exempt from licensure. The current approach of being "hands off" and completely neutral is quite destructive to the field of I-O psychology, particularly in this time of rapid and profound changes within jurisdictions, as we will explore further in our next article on this topic.

Yet, there may be an alternative approach to licensure that could ultimately assist those making licensure decisions. That approach involves certification and/or credentialing. Because certification and credentialing share many similar qualities (particularly for this discussion), we will use the two terms interchangeably. Unlike licensure, which is literally a legal issue and is controlled by those outside of the profession (i.e., legislators), certification and/or credentialing is a practice that is (or at least, can be) completely controlled by those in a given profession. For instance, the Society for Human Resource Management (SHRM) confers two different certifications; a Professional in Human Resources (PHR) and a Senior Professional in Human Resources (SPHR). Those seeking certification take an exam that has been created with the help of SHRM members, and those who pass the exam become certified. As such, certification not only involves an exam that is created by the profession, but the decision to grant certification is also determined by the profession.

This last point about the profession having control over the granting of certification is very relevant to I-O psychology and represents one of the many challenges those trained in I-O psychology face when attempting to obtain licensure. The first author has met a number of psychology licensing board regulators

who literally know nothing about I-O psychology. As a case in point, at a recent ASPPB Midyear Meeting, the first author had to explain what “SIOP” was to a licensing board regulator, and that person was the chair of the psychology licensing board in his state! This essentially means there are licensing board members who are responsible for granting a generic licensure to practice psychology that have no idea what SIOP is and, ostensibly, what an I-O psychologist does. If those psychology licensing board members do not know what I-O psychologists do (or even what they are), then there will be a great deal of inconsistency when evaluating candidates for licensure, and SIOP will have a very difficult time assisting those who wish to be licensed. This fact cannot be favorable for professionals who practice I-O psychology and wish to obtain licensure.

To the extent that psychology licensing board regulators are unfamiliar with I-O psychology, it could be the case that having a certification in I-O psychology could assist those making licensing decisions as well as to help make distinctions between GAPs (general applied psychologists) and HSPs (health service providers), two distinctions made in current Model Licensure Acts of both APA and ASPPB. That is, if an I-O psychology-trained professional applies for licensure with a jurisdiction, decisions about eligibility could be enhanced if the professional has a certification in I-O psychology. Currently, there are about 14 jurisdictions in which a person applying for licensure must have graduated from an APA-accredited program in order to be even eligible for licensure. Because APA only accredits clinical, counseling, and school programs, if the candidate was trained in I-O psychology, that candidate would not even be able to take the licensure exam! However, if there was a certification in I-O psychology, perhaps those jurisdictions could be persuaded to accept certification in lieu of graduating from an APA-accredited program. In that way, barriers to licensure would be reduced and those wishing to obtain licensure in those jurisdictions would at least have an avenue to obtain licensure.

Despite the obvious benefits of certification, there are drawbacks. One major disadvantage of certification is that it does not, alone, solve the potential barriers to licensure. Moreover, licensure is a legal issue and, as such, is enforceable by law, whereas certification is not. If professionals were certified as I-O psychologists, they could still be engaging in unlawful behaviors (such as referring to themselves as a “psychologist”) if they were not licensed. Hence, it is possible that certification could lead to confusion among those in I-O psychology, as one credential (being licensed) would allow I-O professionals to legally refer to themselves as a psychologist whereas another credential (certification) would *not* allow, by itself, I-O professionals to legally refer to themselves as a psychologist. On the other hand, certification would all the profession to exert more control over the eligibility and the content of the certification process, and it could also be used to assist licensing boards to more consistently evaluate eligibility for those trained in I-O psychology.

Although licensing, certification, and credentialing are extremely controversial in I-O psychology, it is our belief that one issue that is not controversial is the belief that those trained in I-O psychology typically have more advanced knowledge, skills, and abilities than those in areas that are similar to the field, such as human resource professionals and business consultants. Our training in the scientific method and advanced statistics makes us well-suited to solve organizational problems with evidence-based approaches that those trained in other areas lack. Despite these advantages, it appears as though the field of I-O psychology has failed to capitalize on the advanced training and education received by those in the profession.

Perhaps no other issue has plagued the field of I-O psychology than the lack of knowledge from the general public as to what it is we do. Marketing professionals often refer to what professionals (and organi-

zations) do as a “brand”. According to businessdictionary.com, a *brand* is a “unique design, sign, symbol, words, or a combination of these, employed in creating an image that identifies a product and differentiates it from its competitors. Over time, this image becomes associated with a level of credibility, quality, and satisfaction in the consumer's mind.” In other words, it is an identity that is communicated to others. If relatively few people know what I-O psychology is, then our field has a lot of work to do in order to communicate what we do to others.

When he became president of SIOP in 2012, Doug Reynolds made it his mission to improve the branding of I-O psychology. Despite his best efforts, it seems that I-O psychology is still searching for its’ brand, it’s identity, and it certainly seems to be the case that many in the general public do not know what an I-O psychologist is, or does. We believe that this lack of identification is that we (meaning those who have a degree in I-O psychology) have done little to distinguish ourselves from professionals in other fields. As a case in point, the Association of State and Provincial Psychology Boards (ASPPB) is an organization that provides guidance to jurisdictions in the United States and Canada in regard to the licensure of psychologists. As part of this guidance, ASPPB authors a “Model Act” that can be used by jurisdictions to set their licensure policy. Recently, ASPPB) revised their “Model Act” that includes the following language:

> This act is for the regulation of the practice of psychology only and does not prevent human resource professionals, business consultants, and other persons from providing advice and counseling in their organizations or affiliated groups or to their companies and employees of their companies or from engaging in activities performed in the course of their employment. (p. 21)

In other words, this Act seems to suggest that what we do in I-O psychology is about the same as what other human resource professionals, business consultants, and other professionals do. Although this Model Act was meant to allow professionals in the field of I-O psychology to continue to practice (as long as they do not refer to themselves as a “psychologist), one could argue that it further weakens the brand of I-O psychology by equating what we do with those in other areas with less knowledge and training.

Perhaps one way to begin to establish a brand in the general public is to ensure that those trained in the field of I-O psychology receive training that is largely consistent across graduate programs. That is, in order to build a brand, the message of those trained in I-O psychology needs to be consistent (see the brand definition above). Unfortunately, there is very little consistency in the courses that are required across I-O psychology doctoral and master’s programs (Tett, Walser, Brown, Simonet, & Tonidandel, 2013). Without consistent training, there is no way that the field of I-O psychology can establish a brand because the message that would be communicated to the general public will not be consistent. This does not mean that the field of I-O psychology should be accredited. Recall that accreditation is something that is governed by the American Psychological Association (APA), and we are not endorsing accreditation. Rather, we propose that one way the field of I-O psychology can begin to send a consistent message is to certify individuals in the field. Certification would enable I-O psychology leaders to create the content of the exam that pertains only to the field of I-O psychology and, by creating that content, graduate programs will follow by aligning their training with the certification exam content.

To be fair, some have argued that requiring more consistent training in the field of I-O psychology would inhibit flexibility and restrict the ability to teach emerging issues in the field (Kozolowski & Chao, 2017). Further, many of those same people have argued that requiring consistency across training programs

would jeopardize the very programs that teach I-O psychology, as requests for additional resources to meet the demands of new curricula would result in the closing of such educational programs. Our responses to these arguments are quite direct. How can any field distinguish itself from others (again, see the definition of a brand above) if it is not consistent in its training? How can anyone in the general public be confident that when they hire a person trained in I-O psychology that their expectations will be met if the I-O psychology training is inconsistent across programs?

It is our position that regardless of where one stands on licensure, certification, and credentialing, I-O psychology as a field cannot continue to grow unless we distinguish ourselves from other professionals in other fields. Failure to do so could negatively impact the field of I-O psychology to the point where, over time, it could potentially become further marginalized until, ultimately, it simply fades away. If human resource (HR) professionals and business consultants do not need an advanced graduate degree to practice their craft, and if I-O psychology professionals are viewed by the general public as being equivalent to those professionals (as implied by the ASPPB Model Act), then why would students spend literally tens of thousands of dollars in education if they obtain the same types of jobs as those without an advanced degree? Over time, if left unchecked, inconsistency in the training of I-O psychology students could lead to an increased disparity in the type and/or quality of instruction and therefore could lead to wide variability in the capabilities and services provided by I-O psychologists.

In conclusion, it is our position that consistency in training is the first step toward building a brand for I-O psychology. We suggest that the creation of a certification in I-O psychology can be one avenue that helps to distinguish those trained in I-O psychology from other related professionals. Indeed, SIOP has been approached by at least two test publishers willing to create a certification exam for a very reasonable price, so there are opportunities in place to begin such an endeavor. While there will be a cost associated with certification, it is not likely to be much different than the cost of licensure, but the certification approach has the advantage of granting leaders in I-O psychology control over the creation of the content, and perhaps the eligibility, of the certification exam. Such a certification would have the eventual result of I-O psychology graduate programs offering, if not requiring, courses that cover the content on the certification exam. Moreover, such a certification could be used to provide assistance to state and provincial licensing boards to help them determine eligibility for candidates who wish to become licensed.

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Authors' Notes

Dr. Nagy has been a member of SIOP since 1991 and has served as the chair of the Licensing, Certification, and Credentialing Committee (formerly State Affairs) for SIOP since 2011.

Dr. Schroeder is an I-O psychologist, a member of SIOP who serves on its Licensing and Credentials Committee, a licensed psychologist in Wisconsin who possesses two board certifications, including an ABPP in Organizational and Business Consulting Psychology, and the current Chair of Wisconsin's Psychology Examining Board.

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SIOP ECC Interviews Hugo AKA "Hugo Munsterberg: SIOP's Tweet Laureate!"

Paul H. Thoresen
SIOP Electronic Communications Committee Chair

J. Drake Terry
SIOP Electronic Communications Committee
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In 2016 a new twitter account burst on the scene claiming to be Hugo Munsterberg unfrozen after a century. Although the account is a mainstay for I-O psychology practitioners on twitter, it is not without some controversy. This may be due to a somewhat irascible nature or maybe just maybe the occasional trolling. But the account continues to grow in popularity, Hugo was (potentially) at SIOP18, and might even get confused with Elf on the Shelf from time to time. Whoever knows who is behind the account has kept quiet. Guesses range from **Mike Zickar**, to **Craig Dawson**, to a rebranded @IOpsychgossip. Whoever the voice of Hugo is, we had the opportunity to sit down (virtually) to ask a few questions. The following interview ensued.

ECC: "Tell us Hugo, how can you still be alive?"
Hugo: It was all a misunderstanding. I did not die of a cerebral hemorrhage in December 1916 as I started my Saturday morning lecture to the women of Radcliffe. As it happens, it was simply a case of inadvertent narcolepsy. As I fell asleep, I hit my nose on the lectern on my way to the floor. Well, a number of the philosophy professors at the time, like me, were also medical doctors. Unfortunately for me, there's a reason they were working in the philosophy department and not at a medical school, and those shaky sawbones took one look and misdiagnosed me. One of them put me on ice in a faculty freezer in the basement and there I lay for the last one hundred years, alternately holding bags of shrimp for the yearly holiday parties or sherbet for the dean's summer gatherings.

A bumbling undergrad looking for the department head's basement beer stash in 2016 accidentally kicked out the wall plug and I thawed out—along with a Qdoba burrito and two Lean Cuisines. From what I understand, "suspended animation" techniques don't usually work out well. I attribute my success, however, to what I call my state of continual "suspended agitation"—I've been nursing some grudges since 1916 and it's time for the psychology world to receive my wrath!

ECC: Would you say you had job satisfaction back in your own working days?

Hugo: I was very satisfied with my job! I can't say that those who worked with me felt the same way, however.

ECC: It has been a while since we took a history of psychology class, but did not America come to "dislike" you before your untimely demise in 1916?

Hugo: Nonsense! I was the "Dr. Phil" of my time. Well, with a better moustache and a semblance of a conscience. Americans, as usual, were becoming suspicious of anyone who came from a country it was in conflict with, of course. Granted, it didn't help that in one of my books I compared the virtues of the German Kaiser with Teddy Roosevelt. But they really would have gotten along famously, I still believe.

ECC: What do you think of current trends i.e., Emotional Intelligence, Mindfulness, or "Big Data"?

Hugo: Whatever those things are that you just said—I invented them first! Under different names, of course. Unless they're terrible, in which case someone subverted my genius.

ECC: What does your Big Five profile look like? Especially the Neuroticism scale . . . .

Hugo: My Big Five? I would say that I am above average on them all, even the Neuroticism scale--how else do you think I bested my competition?

Hugo Münsterberg
@HugoMunsterberg

Following

Talking to #IOPsych people about the Myers-Briggs is like asking some pretentious record store clerk which Justin Bieber album is the best.

9:13 AM - 11 Jan 2017

41 Retweets 89 Likes

ECC: How do we stamp out bad practices i.e., the use of the MBTI, learning styles, or bad team building?

Hugo: You act like there's a connection between #IOPsych and the real world! Ha! The sooner you relieve yourself of that burden, the happier you will be. The best of what we do accounts for so little of the variance that you needn't worry that some team building workshop somewhere is using the Myers-Briggs. I promise you that the only thing that will get hurt is your sense of self-importance. Just be happy they pay attention to you at all.

ECC: What are you most looking forward to at #SIOP19? And, are you going to do any sightseeing in DC?

Hugo: I look forward to once again donning my disguise in order to pass among you unnoticed: a middle-aged white male with facial hair and glasses wearing out of date clothing. Sightseeing? Who has time for sightseeing? I'll be too busy making fun of you all on Twitter!

ECC: Would you consider yourself a leader?

Hugo: Of course, I'm a leader! A magnificent leader! I'm such a strong leader, in fact, that even I would follow myself.

ECC: If you were President of SIOP, what would you try to change?

Hugo: I would make everyone bring their own folding chairs to the SIOP Conference. Last year, in Chicago, I could never find a place to sit. It was maddening! So, everyone must bring a folding chair with them from room to room. Most people don't realize that conference chair rental is the most expensive part of running a conference. We would save tens of thousands of dollars! I did something similar when I was APA president in 1898: I made everyone bring their own wooden spoon to our annual conference. With the savings I was able to add certain luxury features to our headquarters, like a ladies' bathroom. What can I say? It was 1898.

ECC: If you had unlimited funds for one research study, what would you do?

Hugo: "Big Brother: SIOP," of course. I would put together a house full of #IOPsych academics and let them battle it out in a series of competitions involving things like programming in R, debating the merits of meta-analysis, and hands-behind-your-back pie eating!

ECC: Tell us Hugo, what is your social media "strategy"?

Hugo: Well, there's two concepts that look out of place together!

ECC: Why are you so mean?

Hugo: I'm not mean, I just don't countenance fools. Don't consider my style to be meanness. Just think of me as...I don't know...perhaps a kind, old uncle whom you consistently disappoint with everything you say or do. There. That's better, don't you think?

Hugo Münsterberg @HugoMunsterberg · 21 Jul 2017

[pour salt circle]
I call on the #IOPsych spirits:
By Wundt & James
& Titchener's pants!
I summon my army
of alternate **Lance**!
@lancewandrews

1 5 8

ECC: What is your strange fascination with Lance Andrew(s)?

Hugo: Lance Andrew! That vile man is my bane! "To the last I grapple with thee; from hell's heart I stab at thee; for hate's sake I spit my last breath at thee!" Honestly, I don't remember. He tasks me, that man, that's all I know. Nevertheless, I wish him all the best!

ECC: Last but not least, where did you pick up your mad photoshopping skills?

Hugo: Just comes naturally, I suppose. What do you think of this design for our interview? My title suggestion is: "Hugo Munsterberg: SIOP's Tweet Laureate!" Not bad, eh?

P.S. Princess Diaries? Really? What is that all about?

You have but to watch those movies in delight, Mein Herr, to understand their appeal! As I've said before, they are the Godfather I & II of Princess movies. I have eclectic tastes, I suppose, but what's not to love? Julie Andrews! Anne Hathaway! In truth, I had to take time to learn to adapt to 21st century culture so I immersed myself in a self-study course of my own devising that would get me quickly to the very heights of modern American thinking: Basic cable and a Netflix subscription.

Your SIOP Awards: Know the Opportunities

Cindy McCauley
SIOP Awards Chair

At the SIOP Conference in April, I'll be wrapping up my 3 years contributing to the oversight of the SIOP Awards Committee: the first year as chair-in-training, the second year as associate chair, and this year as chair. Handing out the 2019 Distinguished Awards at the Opening Plenary on Thursday morning is a great way to finish up. As I look back on the experience, I want to highlight three things that stand out to me—and then help *you* think about how to get more involved in the awards program.

1. **With the support of the SIOP Foundation, SIOP has an incredible awards program.** The Awards Committee oversees 28 awards—a mixture of distinguished career awards, achievement awards, research grants, and scholarships designed for SIOP members at a variety of career stages. In addition, SIOP recognizes conference best papers and posters, and SIOP partners with SHRM for the annual Human Resource Management Impact Award.

2. **The review process is designed to be thorough and fair, and reviewers take their job seriously.** Every award has its own subcommittee of reviewers, each with a chair who is invited to take the role because of outstanding service on the subcommittee in previous years or because of expertise related to the focus of the award and a stellar reputation. Each subcommittee has specific criteria for membership to ensure that people with relevant expertise and experience are reviewing nominations. We have a clear conflict of interest policy that states (a) when members have to recuse themselves from the subcommittee because of their relationship with one of the nominees and (b) when they can stay on the subcommittee but make visible to everyone some connection they have with one of the nominees. Each award has a set of criteria on which subcommittee members independently rate the nominees. Average ratings are reviewed and a decision about who to recommend for the award is made by the entire subcommittee. The Awards Trio (chair, associate chair, and chair-in-training) reviews each subcommittee's report, raising questions, and seeking more information when the subcommittee has not clearly documented their process or the rationale for their recommendation. An award will not be given if a subcommittee does not recommend any of the nominees as deserving of the award. Do subcommittees always totally agree on who they should recommend for an award? Of course not. But from my perspective, volunteers have worked hard to make recommendations that everyone feels they can support.

3. **Not enough members take advantage of the awards program.** With the exception of the SIOP Small Grant Program and the S. Rains Wallace Dissertation Award, it is rare for the number of nominees for an award to reach double digits. This year, 19 of the awards had five or fewer nominees, and nominees for scholarships dropped noticeably from the previous year. There are times when we have to keep the nomination process open past the original deadline to ensure an adequate number of nominees.

Certainly one factor in the low nomination numbers is lack of knowledge about what's available, so let me take you on an awards-program tour. You can find more detailed information about each award here on the SIOP website. **The window for submitting a nomination is April through June**.

Distinguished Awards

These awards are announced at the opening session of the SIOP conference. They are a big deal. Four of the awards—**Professional Contributions**, **Scientific Contributions**, **Service Contributions**, and **Teaching Contributions** are lifetime achievement awards. Two are **Early Career Contributions** awards. Another is for outstanding humanitarian contributions related to I-O psychology (**SIOP Humanitarian Award**). Every 3 years, the $50,000 **Dunnette Prize** is awarded to an individual whose work has significantly expanded knowledge of the causal significance of individual differences.

- Individuals rarely nominate themselves for these awards (we are a humble bunch), thus we rely heavily on SIOP members taking the initiative to nominate others. This is an opportunity for you to honor someone who has been influential in your own career, whose work you admire, or whom you want to hold up as a role model. What could be more satisfying than that? My sense is that individuals nominated for these awards are honored just to have been nominated by their peers.
- What has surprised me is that we receive the fewest nominations for the Service Contributions Award and the newer SIOP Humanitarian Award. Surely we do not see these awards as less important or that outstanding service to SIOP or humanitarian efforts are rare among our colleagues. If you are reading this and someone comes immediately to mind who would be deserving of one of these awards, commit right now to nominate him or her!
- The work of putting together a nomination package for one of these awards involves writing a letter of nomination, getting a comprehensive CV from the nominee, and recruiting up to five others to write letters of support.
- We want demographically diverse candidates for all of our awards; however, the group of nominees for the distinguished awards are often the least diverse. You have the power to change that!

Achievement Awards for Publications

These awards recognize outstanding written works. Two awards are for publications in a *refereed journal*: The **William A. Owens Scholarly Achievement Award** for the best publication in I-O psychology in the last calendar year, and the **Schmidt-Hunter Meta-Analysis Award** for the meta-analysis publication in the last three years that best advances I-O psychology. Two awards do not limit the publication to journal articles: The **Joyce and Robert Hogan Award for Personality and Work Performance** recognizes the best paper or chapter that demonstrates innovation in applied personality research. The **Jeanneret Award for Excellence in the Study of Individual or Group Assessment** recognizes a work (article, report, chapter, or paper) judged to have the highest potential to further the understanding of individual or group assessment, especially when such assessment supports a diverse workplace. Of course the **S. Rains Wallace Dissertation Award** recognizes the best dissertation research in the I-O field. Keep in mind that the nomination package for this award requires a summary of the research. Reviewers are not expected to read the entire dissertations of multiple nominees.

- Note that these awards vary in terms of type of publication, time period during which the publication appeared, and topical focus. Read the requirements carefully!
- Some nominations for these awards come from authors and some from others. I encourage authors to not be shy about nominating their own work. At the same time, nominating someone else's publication that you were amazed by is great, too. I did this years ago, nominating an article for the Owens Award in which I was totally in awe. I did not know the authors personally, but when the article won the award, it was satisfying to know that this publication was getting recognized and that I had a hand in it.
- The nomination package for these awards are the easiest to assemble, typically involving just the publication itself and a letter of nomination.

Achievement Awards for Practice

These awards recognize outstanding applications of I-O psychology. The **M. Scott Myers Award for Applied Research in the Workplace** recognizes a project or product that represents an outstanding example of the practice of I-O psychology. The **Wiley Award for Excellence in Survey Research** recognizes excellence and innovation in the design of survey research methods or techniques that improve organizational effectiveness. The **Raymond A. Katzell Award in I-O Psychology** recognizes a SIOP member who has shown the general public the importance of work done by I-O psychology for addressing social issues.

- Nominations for the Wiley and Myers Awards are almost always self-nominations by project teams. Unlike publications, this work is often not widely known about in the field, thus this award is an important way of making examples of best practices more visible.
- Nominating your work for the Wiley or Myers Awards also has the potential benefit of making your work more visible within your own organization! Only one member of the project team has to be a SIOP member.
- The Katzell Award is another one of those awards for which we regularly get few nominations. Like the distinguished awards, people don't typically self-nominate for the award. If you know someone who has been successful at translating their work for the general public or using I-O based knowledge to impact society's well-being, then please consider nominating them or helping them put together a nomination package.

Research Grants for SIOP Members

The **SIOP Small Grant Program** provides several grants to support I-O research in a wide variety of topic areas with an emphasis on those which represent a cooperative effort between academics and practitioners. Major donors to the SIOP Foundation have also designated funds for grants to support research in a particular domain. We only get a handful of proposals each year submitted for these grant monies!

- The **Douglas W. Bray and Ann Howard Research Grant** ($10,000) supports research on assessment center methods and on the development of managers and leaders.
- The **Sidney A. Fine Grant for Research on Job Analysis** ($7,500) supports research on analytic strategies to study jobs, especially as the nature of job content and organizational structures change.
- The **SIOP International Research and Collaboration (IRC) Small Grant** ($3,500) supports global and cross-cultural research conducted by international research teams.
- The **Zedeck-Jacobs Adverse Impact Reduction Grant** ($2,000) supports research that examines new approaches in the study of adverse impact and its reduction.

My one piece of advice is to pay close attention to the required content and format of grant proposals. In our efforts to be fair, we will not even review proposals that do not follow the guidelines (e.g., squeeze more into the page limits by not following formatting requirements).

Grants and Scholarships for Student Affiliates

There are numerous funding opportunities specifically for SIOP Student Affiliates.

- Need some financial support for your dissertation research? The **Lee Hakel Graduate Student Scholarship, Mary L. Tenopyr Graduate Student Scholarship, and SIOP Graduate Student Scholarships** recognize achievement in a graduate career and are intended to assist doctoral students with the cost of carrying out their dissertation work. If you plan to pursue dissertation research on diversity, reducing gender equity, or the development of professional knowledge

workers (or if these topics interest you enough to entice you to pursue them in a dissertation), then be sure to take a good look at the $3,000 grants available from the **James L. Outtz Grant for Student Research on Diversity**, the **Hebl Grant for Reducing Inequities in the Workplace**, and the **Graen Grant for Student Research on the Development of New Professional Knowledge Workers**.

- Do you qualify to apply for a fellowship or scholarship? The **Leslie W. Joyce and Paul Thayer Graduate Fellowship** supports a doctoral student who (a) is specializing in training and development or in selection and placement and (b) is committed to a practitioner career. The **George C. Thornton, III Graduate Scholarship** supports a doctoral student who epitomizes the scientist-practitioner model. The **Irwin L. Goldstein & Benjamin Schneider Graduate Scholarships by the Macey Fund** supports a minority doctoral student in I-O psychology with a strong track record.
- Applying for the scholarships and fellowship requires putting together quite a bit of materials, so be sure to start early. And with the exception of the Thornton Scholarship, the package requires a letter of nomination from your program or department chair—and each program can only nominate one student.
- Graduate faculty play a key role in supporting student applications for grants and scholarships. Do you have a process in place for deciding who to nominate if more than one of your program's students wants to apply for a scholarship? Are you available in the April to June timeframe to write letters of support for scholarship applicants and letters of endorsement for those applying for grants?

Be on the lookout for an announcement about the award nomination system opening in early April. But don't wait until then to start imagining the possibilities!

Nominate for SIOP and Foundation Awards

Opening in April, the online program to submit nominations and applications for SIOP Distinguished & Career Awards, SIOP Foundation Achievement Awards, Research Grants, Scholarships, and Fellowship accepts nominations/applications until **June 30, 2019.**

Please nominate a deserving colleague for one of SIOP's Distinguished Awards, submit your research project for an award, or apply for scholarship funding to help with the expense of carrying out your dissertation research. These awards will be presented at the 2020 annual conference in Austin, TX.

The following awards are available for 2020. Visit http://www.siop.org/Awards/ to view criteria and begin the nomination process.

Special Category
Dunnette Prize
Distinguished and Career Awards
Distinguished Professional Contributions Award
Distinguished Scientific Contributions Award
Distinguished Service Contributions Award
Distinguished Early Career Contributions—Practice Award
Distinguished Early Career Contributions—Science Award
Distinguished Teaching Contributions Award
SIOP Humanitarian Award

Achievement Awards & Best Paper Awards
S. Rains Wallace Dissertation Award
William A. Owens Scholarly Achievement Award
M. Scott Myers Award for Applied Research in the Workplace
Raymond A. Katzell Award in I-O Psychology
Joyce and Robert Hogan Award for Personality and Work Performance
Wiley Award for Excellence in Survey Research
Jeanneret Award for Excellence in the Study of Individual or Group Assessment
Schmidt-Hunter Meta-Analysis Award

Research Grants
Douglas W. Bray and Ann Howard Research Grant
Sidney A. Fine Grant for Research on Job Analysis
SIOP Small Grant Program
SIOP International Research and Collaboration (IRC) Small Grant
James L. Outtz Grant for Student Research on Diversity
Hebl Grant for Reducing Gender Inequities in the Workplace
Graen Grant for Student Research on the Development of New Professional Knowledge Workers
Zedeck-Jacobs Adverse Impact Reduction Research Grant

Scholarships & Fellowships
Leslie W. Joyce and Paul W. Thayer Graduate Fellowship
Lee Hakel Graduate Student Scholarship
Mary L. Tenopyr Graduate Student Scholarship

and SIOP Graduate Student Scholarships
George C. Thornton, III Graduate Scholarship
Irwin L. Goldstein and Benjamin Schneider Graduate Scholarships by the Macey Fund

Conference Awards
Best Lesbian/Gay/Bisexual/Transgender (LGBT) Research Award
SIOP Best International Paper Award
Robert J. Wherry Award for Best Paper at IOOB Conference
John C. Flanagan Award for Best Student Contribution at SIOP
SIOP Student Travel Award (available to SIOP members only)

**Living Wage Research Is Alive and Kicking—and not Just About Subsistence:
A Rejoinder to Reburn et al.**

**Stuart C. Carr, Mary O'Neill Berry, John C. Scott, & Darrin Hodgetts
Project GLOW (Global Living Organizational Wage)**

The purpose of this article is to provide an alternate perspective to the state of living wage research found in Reburn, Moyer, Knebel, and Bowler (2018). These authors (cl)aimed to "hope to inspire research into the motivational impact associated with Living wage" (2018, p. 1). However, that research is already well under way, in applied psychology (Smith, 2015), across SIOP (Scott, 2017), in SIOP publications (e.g., Gloss, Carr, Reichman, & Abdul-Nasiru, 2016), and by SIOP at the United Nations (e.g., SIOP, 2016; UNDP, 2014). Our purpose in this collegial rebuttal is not simply to repeat the information already available in these publications and SIOP initiatives that span work and well-being, including occupational health psychology. Rather, in the spirit of constructive dialogue, we review and propose revisions to Reburn et al.'s (2018) conceptualization, contextualization, and methodology. Closer inspection of extant research on living wages and well-being exposes a range of new ways to contribute nationally within the US, and also internationally toward the humanitarian goal of "Decent Work for All" (https://www.ilo.org/global/topics/sdg-2030/goal-8/lang--en/index.htm).

Conceptualization

In the opening definition of Living wage for their study, Reburn et al. state, "living wage refers to the minimum income necessary for an employee to meet the minimum standards of subsisting in their specific community or region" (2018, p. 1). This definition conflates living with minimum wages, at a conceptual level. The conceptual definition of a living wage extends far beyond purely pecuniary costs of living, and bare subsistence. As a humanitarian construct, in most definitions, living wages are supposed to enable quality of work life and an overall acceptable standard of living. This broader definition covers a sense of inclusion, participation in decision making, equal opportunity, access to healthy and safe work environments, and a range of other, nonmonetary, nonsubsistence humanitarian and societal elements (for some examples, UNDP, 2014; Werner & Lim, 2016).

Conceptually too, minimum wages are invariably a legal obligation for an employer, whereas paying a Living wage can be either voluntary *or* legally obligated. For example, an employer's voluntary decision to pay a state or national living wage may be part of an organization's Corporate Social Responsibility (CSR) policy, *or* it may be legally obliged through a city ordinance, as it is in more than 100 US cities (Smith, 2015). These municipalities may pay all city employees at least the city or state Living wage, plus oblige contractors to budget for paying their employees living wages when tendering their own estimates (which will include wage bills).

Either way, it is minimum wages that are designed to cover subsistence costs, whereas living wages often aspire to go further, extending from work life into quality of life and rising above mere subsistence. In addition, living wages are meant to cover the millions of workers nationally and internationally who labor in vulnerable, precarious, informal and illegal jobs, and who are thereby *not* covered by the State or national minimum wage requirements (ILO, 2018). None of these informal and illegal workers (e.g., people engaged in unconventional "radical livelihoods") would be covered under Reburn et al.'s' (ibid.) conceptualization (Groot & Hodgetts, 2016).

Contextualization

Everyday work elements like participation are of course familiar to most industrial and organizational (I-O) psychologists. Yet by defining living wages in a relatively narrow, econometric and subsistence sense, the inference is that there is little or no extant research from which I-O psychology can usefully draw to investigate living wages: “Much of the research on Living wage falls outside of the realm of I-O psychology… we hope to inspire research into the motivational impact associated with Living wage” (ibid., p. 1).

This perspective overlooks and excludes decades of I-O research on decent work. Much of this research presages and resonates with the International Labour Organization’s Decent Work Agenda (ILO, 2018). Decent work, for example, would enable and foster job satisfaction, work engagement, empowerment, commitment plus a range of other job attitudes—and motivators. Each of these constructs has a well-known history in and across the various domains of work psychology (above). As such, the I-O and occupational health psychology literature which includes and spans job attitudes, their job design antecedents and their social and organizational consequences, is already replete with research that has fed into and informed I-O research globally on living wages (Berry et al., 2017), as well as connected with the Decent Work Agenda (e.g., SIOP, 2016; UNDP, 2014).

Since the last review in Berry et al. (ibid.), a concerted living wage program of national and international research has identified a cusp in the relationships between wages and well-being (Carr et al., 2018; Haar et al., 2018; Maleka et al., 2018; Yao et al., 2017). Well-being only ticks up significantly and crosses into positive terrain at and beyond a critical wage threshold. By crossing that cusp, a Living wage threshold may be a precursor not only of worker motivation, health, and well-being, it may also enable positive spillover into household units, and enable organizations to prosper and thrive. Again, this would be consistent with wider work policy frameworks, for instance under the United Nations Sustainable Development Goal 8 – Decent work and economic growth (e.g., Carr et al., 2015; 2016, 2017).

Methodology

Collectively, this I-O research on living wages highlights a gap in the wider debate about wages, work and well-being. Living wages are typically set macro-economically, and largely by fiat, using an estimated cost of Living, to arrive at a single dollar (or equivalent) rate of pay, by assuming a particular household configuration, and which may or may not be typical of any given country or state. This fixed pay rate is set even though any given single number may be adrift of any actual rate of pay required to escape from a working poverty trap, and that would, psychologically, allow for transformations in the quality of life, work life, and well-being (Yao et al., 2016). In fairness, Reburn et al. (2018) appear to partly agree with this particular point by writing, “Future research can examine…different types of family units” (ibid., p. 7).

Rather than fixating on a single dollar datum, and only then contending its validity, sustainability, and viability, a logical next step would be to determine whether and how pay and well-being are linked in any *relationship*, for example, along a wage (and as a function of that, motivation and well-being) *spectrum* (Carr et al., 2018). If people’s motivation and well-being tick up only beyond a certain wage threshold, then that would be a valid living wage, for any given context. If so, by tracking how well-being may or may not *transform* along the wage spectrum, concurrently and over time, pay setters would be able to discern empirically where, and how (gradually or suddenly) wages become “living.” By contrast, relying on any particular, single data points as the indicator of a Living wage value, based on pecuniary shopping basket data, would be at best risky, and at worse, invalid (from a psychometric and psychological point of view).

Unfortunately, this is precisely what Reburn et al. appear to do in their methodology. They take the single living wage dollar figure, derived from an economic algorithm for any given state, as their first point of reference. This figure is then compared against the (generally higher) median wage for the relevant state (again, pecuniary). Using arithmetic difference between the two sums as a yardstick, in states where employees were paid a higher median wage differential (over the living wage for that state), there were fewer mentally and physically unhealthy days (ibid, p. 3). Thus, states with higher incomes tended to have somewhat healthier workers (effect sizes ranged from 9-24% for physical and mental health indicators, respectively). As the median wage rose further above state-wide cost of living, some occupational health statistics (these are not specified) tended to improve.

Arguably, correlations like this tell us nothing particularly new or reliable, either about the precise role of a *living* wage in occupational health, or about the role of a living wage in worker *well-being* and *poverty reduction*. All they do in fact is suggest that the more a state's median wage sits above the everyday cost of living (for that particular State), the healthier on average its working population may tend to be.

Future Directions

In their vision for future research, Reburn et al. (ibid.) advise that research be expanded to include diverse household units, different occupations, locations, time periods, nonlinear dynamics, and levels of analysis. We certainly agree and in fact, all of these ideas have been, or are already being studied, in the United States, and across the United Nations; and across Project GLOW (Berry et al., ibid.; Scott, ibid.) in I-O psychology, and across a raft of work-related disciplines and professions (for example, in management, economics and sociology).

With respect to advancing I-O and occupational health psychology, we would urge all authors researching Living wages to incorporate and reflect these ongoing (and in some cases highly developed and advanced) research activities into their own future research and writings. The should also redesign their approach to focus conceptually, methodologically, empirically, psychologically, organizationally, and sustainably, on living rather than minimum wages. "Why Is the Living Wage Not the Minimum Wage?" is still a good and valid question. Answering it requires quality evidence from the field of health at work, in collaboration with others in the field, and policy arenas.

Acknowledgement

We appreciate the helpful and constructive input from our peer reviewers.

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Tips for Getting Published: Information From Editors About Their Journals

Lynda Zugec
The Workforce Consultants

Interested in getting published in the top journals in industrial and organizational psychology? If you were able to attend the "Meet the Editors" Alliance for Organizational Psychology Special Session at the International Congress of Applied Psychology (ICAP) in June 26-30 (2018) in Montreal, Quebec, Canada, you would have heard from several!

Julie McCarthy (University of Toronto) – Chair, with (L to R) Gary Latham (University of Toronto), Ute Stephan (King's College London), Maria Kraimer (University of Oregon), Scott Tonidandel (University of North Carolina – Charlotte) and Gilad Chen (University of Maryland).

The aim of the session was for conference participants to meet the editors of several top-tier journals in the field of work and organizational psychology and learn more about the journal submission and review process. Editors began by presenting a 5-minute summary of their respective journals to maximize time for audience participation. Panelists were then asked to comment on the following areas: journal fit, characteristics of an ideal paper, the review process, what reviewers can do, and ethical considerations. This session included editors and associate editors from some of the top international journals in work and organizational psychology. Here we share some of what we learned from the session.

Lesson 1. Understand Your Audience
Gary Latham
Canada
Editor, *Organizational Dynamics*

Gary Latham began by highlighting the need to think about who the journal is geared towards and indicated that *Organizational Dynamics* is primarily meant for practitioners, managers, and MBA students. *Organizational Dynamics* is an evidence-based practice journal. Articles published in scholarly journals can be rewritten for influencing policy makers and organizational decision makers so that we can ensure that what we do as scientists has an impact. Gary went on to mention that the rejection rate is over 90%, mostly because there is a need to write *Organizational Dynamics* articles in a style easily understood by the public.

Lesson 2. Plagiarism Is Unwelcome and Many Papers Now Have 2 Studies
Maria Kraimer
USA
Editor, *Personnel Psychology*

Maria Kraimer mentioned that meta-analyses are quite popular within *Personnel Psychology* and that there are two reviewers on every paper with decisions being made in 60–80 days. The acceptance rate is 8–10%

and, like Gary, Maria indicated that the desk rejection is at 25% because, in addition to ensuring that your study is not founded on a weak methodology, submitters need to read existing articles and write in a manner that fits with journal goals. Maria added that it is important to note that *Personnel Psychology* has plagiarism software to spot those who are doing what they should not be (even if it is your previous work!), and that many papers now have two studies, which demonstrate the ability to replicate findings.

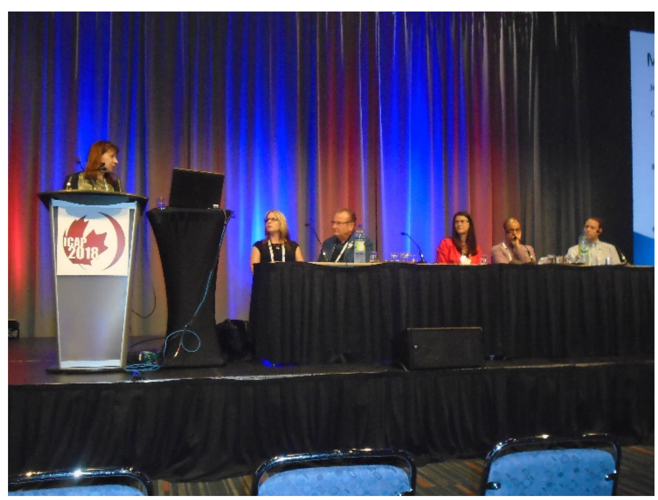
Lesson 3. Go Global
Ute Stephan
UK
Editor: *Applied Psychology: An International Review*

Ute mentioned that *Applied Psychology: An International Review* has a 2.5 impact factor and there are 4 issues per year, which translates into approximately 28 articles yearly. The acceptance rate is approximate 10% and decisions are typically made within 60-100 days. Ute would like to encourage submissions that focus on international research issues and ones that are conducted in more areas across the globe. She noted that international replication studies can help to develop theories in new ways. If you have ever thought of partnering with researchers in other countries, this is another great reason to get started!

Lesson 4. Editors Are Open!
Scott Tonidandel
USA
Associate Editor, *Journal of Business and Psychology*

The *Journal of Business and Psychology* receives 600 submissions per year with a 45% desk rejection rate. Reviews are typically completed in under 80 days with the goal of being the "very best second journal". Scott mentioned that the journal is open to null findings and that a special issue on null findings is available. The journal also has a hybrid registered reports submission path that is results blind. Additionally, the journal is open to qualitative research and the editorial team is willing to mentor new reviewers by reviewing additional feedback with them.

Lesson 5. Be Thoughtful
Gilad Chen
USA
Editor, *Journal of Applied Psychology*



The *Journal of Applied Psychology* is the oldest journal and celebrated 100 years with a special issue last year. The large journal is diverse in terms of the articles published and receives 1,000 submissions yearly. The journal publishes monthly with a large team of editors and 250 board members. There is a stereotype of being North American, so, like Ute mentioned, efforts are targeted toward making it more applicable globally while remaining on the cutting edge of scientific rigor. As Gilad stated, "Our data are not always as clear-cut as the life sciences…we need to take the time to understand what the reviewers say and engage in a thoughtful manner."

Funding SIOP's First $100K Visionary Grant

Milton D. Hakel
SIOP Foundation President

As I write this column, we are just one month away from the 2019 SIOP Conference, where we will be announcing the first Visionary Grant Call for Proposals. The $100,000 grant will be funded, like so much other work, by I-O professionals and their friends and supporters. But this is the first venture in which crowd-sourcing and donor-direction play major roles.

Here is how we will be doing it:

First off, we ask all supporters of our applied organizational science, regardless of membership of any kind in SIOP, to join the Visionary Circle.

Step 1. Collect Venture Philanthropic Capital by Creating the Visionary Circle (this is one crowd-sourcing step).

Imagine a large cohort of donors to the SIOP Foundation. Think of donations of $1000 and up. Now think about 100 donors each giving $1000. That's $100,000, serious money!

Step 2. Call for Visionary Grant Proposals (this is another crowd-sourcing step).

Here is the key question: **What would you do if you had $100,000 to shape the future world of work?**

The question is inclusive of all that I-O professionals do, and it is open to collaboration among stakeholders and professionals from multiple disciplines.

A Call for Visionary Grant Proposals will be announced the 2019 SIOP Conference. Its details are being finalized, but here are some likely criteria:

- Integrate science and practice.
- Have clear metrics for success.
- Look to the future by asking new questions, bringing I-O psychology into another realm, or engaging with other disciplines.
- Demonstrate exceptional creativity.
- Have the potential for facilitating subsequent research and development.

Step 3. Award Visionary Grants (this is the donor-direction step).

Imagine a SIOP Conference session on Thursday, April 23, 2020, in Austin TX. Four finalists will give 7-minute presentations to showcase their answers to the $100,000 Visionary Grant question posed in Step 2. Presentations will be viewed in person, live-streamed, or viewed asynchronously by the Visionaries.

The Visionaries will vote to select the winner (and perhaps a runner-up), and the inaugural Visionary Grant(s) will be awarded at the Closing Plenary of the Austin conference.

Step 4. Implement Findings.

Applied organizational science takes time. We will post periodic progress reports from grant winners, making them available first to Visionary Circle Donors.

Step 5. Repeat.

I-O psychologists have long supported each other's work. The Visionary Circle is a new means by which that can happen. Its purpose is to serve as a dependable and renewable source of grant funding for I-O research and development. We are certain to learn quite a lot during the inaugural cycle of enrolling Visionary Donors, calling for proposals, awarding Visionary Grants, and disseminating R&D findings.

We will refine the Visionary Circle program, expanding it to address the many challenges facing organizations and workers. The mania about artificial intelligence systems and big data is at flood tide, with no shortage of need for critical and clear thinking about creating smarter workplaces. We face great challenges in the workplace from the changing nature of work to workplace sexual harassment to having a multi-generational workforce. These issues stretch beyond companies and cultures, demanding the best thinking, collaboration, and action.

I believe that the SIOP Visionary Circle will bring a sea change for our applied organizational science, because:

1. The demand for and receptivity to evidence-based practice has never been higher.
2. I-O professionals are the masters of praxis: the synthesis of theory and practice without presuming the primacy of either.
3. SIOP is at the center of growing and evolving node of applied science, and thereby it will attract attention and support from private and public organizations as well as corporate and private foundations.

The SIOP Foundation Trustees welcome your comments, suggestions, and creative imaginings. Our mission is to connect donors with I-O professionals to create smarter workplaces.

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Lead and Shape the Future of Assessment by Attending the LEC

Nikki Blacksmith
U.S. Army Research Institute for Behavioral and Social Sciences

Doug Reynolds
DDI

John Scott
APT*Metrics*

Technology-enhanced assessments for selection and development have increasingly flourished over the past several decades. Sophisticated assessment programs that weren't possible even a few years ago can now be assembled and launched on a global scale to measure almost any attribute in any language with greater realism, efficiency, and precision than ever before. As a new generation of technology-driven applications comes of age, a host of new issues and opportunities have emerged which require assessment professionals to respond with an informed perspective that balances business's return-on-investment priorities with appropriate professional and scientific rigor.

The field of assessment is at a critical stage in its evolution. The intersection of new technologies, globalization, and market shifts among assessment providers have created significant tensions for both science and practice that require ongoing vigilance and creativity. Few forums exist to integrate the advancements in practice fueled by these trends and the streams of research that might inform their course of development. This is why SIOP is hosting the 2019 leading edge consortium (LEC):

Advancing the Edge: Assessment for the 2020s

Lowe's Hotel-Atlanta
October 25-26, 2019.

The 2019 LEC is focused on bringing together a diverse group of thought leaders who explore the evolving state of practice and related science and frame out practical solutions for managing the disruption and incorporating new insights and technologies into organizational assessment programs.

The LEC is only as successful as the group of people it brings together. We invite the following people to attend:

- Thought leaders and experts in assessment and selection
- Individuals with 5+ years of experience
- SIOP members or nonmembers

The benefits of attending

- Gain a deeper appreciation for the changes occurring in selection and assessment practice
- Learn how new technologies, evolving business processes, and market shifts are disrupting assessment
- Be equipped to critique new innovations that balances business's ROI priorities with sound science
- Understand opportunities associated with emerging technologies

- Have the opportunity to provide input on the future of assessment
- Extend their professional network

If you want to learn more, please visit the LEC website or send an email to siop@siop.org.

SIOP's Teaching Resources: A Report From the Education and Training Committee

Thaddeus Rada-Bayne
Augsburg University

Marissa Shuffler
Clemson University

Hello readers,

The start of 2019 finds the Education and Training (E&T) Committee engaged in a variety of efforts to provide support to teachers in a diverse array of settings. In this update, we would like to highlight some of the resources that the Teaching Tools (TT) subcommittee of E&T oversees. We would also like to solicit feedback on how access to these materials could be improved to reach the widest audience possible.

Over the past decade plus, the TT subcommittee has built up a sizeable library of teaching resources. These resources have been contributed by a wide array of authors, making them an excellent example of SIOP's commitment to the collaborative advancement of our field. The most recently-added of these resources is a "boilerplate" chapter on I-O psychology that can be included in general psychology textbooks (see Nick Salter's GIT blog for updates on this effort: http://my.siop.org/GIT-Blog). Due to the general lack of attention that I-O receives in most general psychology textbooks, the goal of this chapter is to give textbook authors an off-the-shelf chapter that will enable them to introduce their readers to I-O psychology, without needing to have a background in our field. The creation of this chapter followed on the heels of a related effort to write one-page summaries of core content areas in I-O, such as individual differences, occupational health and safety, and motivation. Although one goal of these summaries is to assist textbook authors with writing their own I-O focused chapter, they could be used by a variety of audiences. (Links to both the chapter and one-page summaries can be found at the following link: http://www.siop.org/Instruct/incorporating_io.aspx.)

In addition to these newer materials, many other resources have been compiled and maintained by the TT group over the past several years. For example, we have a collection of active learning exercises that are designed to facilitate discussion and participation in I-O courses. There are also examples of course assignments related to job analysis, adverse impact, and culture, among others. We have also created resource lists that may be especially helpful for instructors teaching I-O for the first time, such as publication information for frequently-used I-O textbooks, and primary sources in a variety of content areas that have been found to work well in the classroom. Finally, we have resource guides to assist educators with tasks outside the classroom, such as advising and mentoring.

Since 2005, most of the resources that the TT group compiled were housed in an open-access wiki environment. However, traffic at the wiki has dropped in recent years, perhaps indicating a general shift away from this format. In an effort to maintain the visibility of these resources, there has been an effort among the TT members to copy over the resources from the wiki into the "Educators" section of the main SIOP website. However, this migration has led to some duplication of resources across different areas of the SIOP website. There are also challenges associated with updating materials on this platform—while any user could contribute resources to the wiki, requests to add materials to the SIOP website must be placed through the chair of the TT subcommittee, which may discourage users from contributing their own resources and materials.

Given the current popularity of cloud-based file storage options, the TT subcommittee is considering shifting our resources to a platform such as Dropbox or Google Drive. Doing so would divorce the materials from the SIOP website, but would provide a central location and framework for organizing our existing resources that would be easier to manage. This change would also permit users to submit their own teaching materials to share with other users, much as they could through the wiki.

In an effort to understand attitudes toward our teaching resources and their organization, we would like to hear from you, the SIOP membership. We have put together a short survey to assess current usage of the teaching resources, as well as preferences for organizing these resources going forward. You can access the survey at the link below. Whether or not you have utilized SIOP's teaching resources in the past, we hope you will take a few minutes to provide us with your feedback on these efforts.

https://goo.gl/forms/HLU1dQr5kjEV7Nt92

We will share the results of the survey, and our plans for any changes that are made based on the feedback we receive, in a future issue of *TIP*. Thank you, in advance, for your assistance improving these resources!

Membership Milestones

Jayne Tegge

Members are the heart and soul of SIOP and are greatly appreciated for their interest and contributions. Here are the newest members of SIOP, the newest members of the 25+ years of membership club, and the latest members to upgrade from Associate to Full Member. Thanks to them all!

New Professional Members

Tamara Amini
Joe Ammar
Lindsey Bartholomew
Nathan Bjornberg
Marian Blake
Dilip Boury
Kyle Bradley
Jennifer Brinegar
Tiffanie Brinson
Anna Brown
Tiffany Brown
Ryan Brown
Dr. Michael Brown
Eric Bunyan
Maura Burke
Andrea Butler
Chenell Buys
Dana Byrd
Kyle Cadieux
Lenin Campos
Julio Canedo
Jennifer Carter
Valerie Chan
Michael Choi
Hui Chu
Yuying Chuang
Casey Ciaston
Sara Clemens
Laura Cococcia
Kara Colley
Michael Couch
Laurence Crevier-Braud
Kevin Crowston
Felipe Cuadra
Andrea Deege
Noelle Devlin
Holly Downs
Rochelle Edwards
Makesha Evans
Jazmin Farrell
Elizabeth Follmer
Christopher Fox
Eric Franco
Joseph Fresco
Ray Friedman
Alicia Fuller
Jeanessa Gantt
Ryan Ginter
Kathleen Gosser
Tina Graziosi
Jarrad Haar
Constance Hammer
Brittany Hanna
Elizabeth Harrison
Nick Holton
Coty Hoover
Kimberly Hylton
Lauren Insley
Sachin Jain
Brian Jefferis
Laura Johnson
Valerie Johnson
Reneshia Johnson
Brittany Johnson
Karen Jordan
Samantha Kalsow
Rachel Kennell
Tom Killen
Allison Kolick
Samuel Lawson
Szu-Han Lin
Lynsey Mahmood
Jennifer Manegold
Michele Martin
Cassaundra Martinez
Lyle Maryniak
Paras Mehta
Jeff Merrell
Salar Mesdaghinia
Rita Molnar
Nora Morris
Ronald Muhammad
Troy Muhammad
Rebecca Murphy
Heather Myers
Daisuke Nakama
Shawn Michael Nichols
Matt O'Connor
Margaret Ormiston
Gabrielle Ostrognay
Leslie Overmyer-Day
Barbara Patchen
Shamit Patel
Lovey Peissig
Ian Peters
Jon Pierce
Vijayakumar Pitta
Nora Polon
Yari Randall
Bertha Rangel
Denise Reed
Jackie Reisner
Lauren Rice
Meredyth Ring
Kellie Roberts
Will Robinson
Bernard Rotundo
J'Darrian Russell
Teresa Salerno
Rita Sancheti
Carson Sandy
Alok Sawhney
Candice Schaefer
Sarah Scholl

Nathan Schultz
Stacey Sekwao
Vaughn Sheahan
Elizabeth Short
Shannan Simms
Alia Smith
Tyler Smith
Shiyang Su
Shannon Sullivan
Janice Super
Alice Sylvester
Sarah Szpaichler
Jacob Taiariol
Rima Tarraf
Jayne Tegge
David Theil
Ashley Thompson
Louis To
Daniel Torres
Mai Trinh
Sean Turconi
Michael Urick
Tim Vogus
Harry Vuong
Adebesin Wasiu
Christina Waszak
Oliver Weigelt
M. Weiss
Megan Wertheimer
Amy Wester
Katie Whipple
Daniellec Wittorp
Amanda Wolcott
Hana Yaw
Irene Yenko
Jia Yu
Yiwen Zhang
Christopher Zou

New Sterling Circle Members

Katherine Klein
Simcha Ronen
Carla Shull
Amy Stewart

New Associate to Members

Johanna Seppalainen
Amanda Woller
Joel DiGirolamo
Marc Fogel

Members in the Media

Mariah Clawson

Awareness of I-O psychology has been on the rise thanks to articles written and featuring our SIOP members. These are member media mentions found from December 1, 2018 through March 31, 2019.

We scan the media on a regular basis but sometimes articles fall through our net. If we've missed your or a colleague's media mention, please send them to us! We push them on our social media and share them in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O practitioners.

Gender & Diversity Issues

Tomas Chamorro-Premuzic explores how gender and personality shape choices of leaders.

Adam Grant discusses how to cultivate more female leaders in the world and why many beliefs about real leadership are off the mark.

Jonathan Evans, Jerel Slaughter, Aleksander Ellis, and **Jessi Rivin** say making jokes during a presentation helps men but hurts women.

Tomas Chamorro-Premuzic says as long as leadership is associated with masculinity, women will be overlooked.

Popular Press Topics

Adam Grant writes about the dangers of pursuing perfect grades.

Michael Woodward lists 12 common office party mishaps.

Scott Highhouse talks with Freakonomics Radio Live about the simple trick that nurses used to make better predictions than doctors.

Brenton Wiernik says the key to achieving goals is to be very specific about setting them.

Many employees face a daily struggle to feel respected in the workplace. **Jose David** is looking to change that.

With the new year in full swing, **Alicia Grandey** shares tips for student self-care.

Mahima Saxena says mediation may be beneficial for many people, but it may be additionally appealing to smokers trying to quit.

Christina Sarabia explains what a career coach is and why you would want one.

Ronald Riggio lists emotions and feelings everyone has but finds hard to explain.

Cassie Batz-Barbarich discusses the importance of treating freelancers as "real" workers.

David Costanza thinks recovery from the government shutdown has to be very localized.

Steve Kozlowski discusses the psychological stresses for a long mission to Mars.

Tomas Chamorro-Premuzic shares how to trick your boss into liking you.

Piers Steel says procrastination is harmful.

Employee Management, Motivation, and Turnover

Shannon Taylor finds that some employees who are abused by their bosses decide not to repeat that pattern with their own colleagues and become exceptional leaders.

Frederick P. Morgeson says organizations are filled with people who have many commitments, some of which aren't investing 24 hours a day to their job.

Steven Rogelberg talks about how to **implement meeting strategies** that guide participants to brainstorm ideas and increase productivity.

Falling behind on your New Year's resolutions? **Amy Cooper Hakim** says consistency is key to making your goals stick.

Marla Albertie shares why she didn't give up on herself to achieve her APTD.

Adam Grant talks about using the science of good timing to pass the test and get the job.

When you hate your job, your mental health worsens. **E. Kevin Kelloway** says that unfair treatment at work can cause enormous amounts of stress.

Steve Weingarden says to be as up front and as direct as possible with your coworkers.

Michael Woodward chats about managing remote workers and how to get the most out of **working from home.**

Jay Finkelman says **"ghosting"** is becoming a common reality as more employers report job applicants and employees disappear without a trace.

Adam Grant gives an example of a question to ask during job interviews.

Chu-Hsiang Chang says having meaningful relationships at work can contribute to well-being and to your knowledge, structure, and work performance.

Amy Cooper Hakim says you should ask someone who knows your work and can also vouch for your work ethic when asking for a job reference.

Greg Barnett explains how personality can determine job performance.

Michael Woodward says you should campaign for yourself and demonstrate through actions why you're the best person for the job instead of undermining other candidates.

Mitchell Marks says setting an intention is easier said than done.

Michael Vodianoi says our attention is often captivated by people who are doing remarkable things. But, you don't know the story behind how they reached their achievement.

Employee Burnout, Work-Life Balance

Jamie Gruman says simply writing a to-do list can help alleviate some of your stress.

Jessica Gallus says you may be in a toxic workplace if you don't feel psychologically safe at work.

Alicia Grandey says employees tend to rely on modifying their feelings by using cognitive strategies to change the way they feel when performing emotional labor.

Linda Penney says if employees feel like they are being disrespected by their supervisors, it can be a factor for employee theft.

Charlotte Fritz says when someone experiences rude behavior in the office, they tend to report insomnia symptoms.

Liu-Qin Yang explains how negative bosses reduce workplace productivity.

A recent Buzzfeed article attributed burnout in young workers to the economic environment, social media, and more. **Michael Leiter** says these can actually affect anyone.

Charlotte Fritz and **Youngah Park** say cyber incivility is a meaningful stressor that affects employees emotionally and physically.

Lale Yaldiz says it is important to understand the differences between younger and older workers to help them cope with the demands of their work lives more effectively.

Christiane Spitzmueller says the more work stress there is, the more likely there is to be work-family conflict.

Amy Cooper Hakim and **Ronald Riggio** shares tricks for dealing with toxic colleagues.

Sy Islam says employees of nonprofits deal with high levels of stress and customers in challenging situations.

Leadership, Management, and Organizational Culture

Charlotte Fritz says the increased authority and freedom that comes with a managerial role leads to an increase in job satisfaction.

James Beck uses findings from psychology and management research to explore common workplace issues.

Richard Landers discusses AI based pre-hire assessment tools in this episode of the Science 4-Hire podcast.

Richard Boyatzis says great leaders ignite passion and inspire the best in us. Read how emotional intelligence is the key to good leadership.

Steven Hunt says to improve manager-employee coaching conversations, organizations must ensure managers know their role in employee development.

Elliot Lasson discusses current trends in performance management systems.

Steve Weingarden says as AI is accepted into every area of work, the employee data gathered will lead to new concerns about privacy and trust.

Happy Valentine's Day…to your coworker? **Amy Nicole Baker** shares answers to seven commonly asked questions about romance at the office.

Joseph Allen says its common to despise meetings and to empathize with people when they have meetings.

Adam Grant discusses email etiquette. He says ignoring email is a rude behavior.

Amy Wrzesniewski and **Greg Barnett** share their science behind success with job performance and job crafting.

Steven Hunt says forms should be a tool to support effective conversations about talent.

Membership Milestones

Jayne Tegge

Members are the heart and soul of SIOP and are greatly appreciated for their interest and contributions. Here are the newest members of SIOP, the newest members of the 25+ years of membership club, and the latest members to upgrade from Associate to Full Member. Thanks to them all!

New Professional Members

Tamara Amini
Joe Ammar
Lindsey Bartholomew
Nathan Bjornberg
Marian Blake
Dilip Boury
Kyle Bradley
Jennifer Brinegar
Tiffanie Brinson
Anna Brown
Tiffany Brown
Ryan Brown
Dr. Michael Brown
Eric Bunyan
Maura Burke
Andrea Butler
Chenell Buys
Dana Byrd
Kyle Cadieux
Lenin Campos
Julio Canedo
Jennifer Carter
Valerie Chan
Michael Choi
Hui Chu
Yuying Chuang
Casey Ciaston
Sara Clemens
Laura Cococcia
Kara Colley
Michael Couch
Laurence Crevier-Braud
Kevin Crowston
Felipe Cuadra
Andrea Deege
Noelle Devlin
Holly Downs
Rochelle Edwards
Makesha Evans
Jazmin Farrell
Elizabeth Follmer
Christopher Fox
Eric Franco
Joseph Fresco
Ray Friedman
Alicia Fuller
Jeanessa Gantt
Ryan Ginter
Kathleen Gosser
Tina Graziosi
Jarrad Haar
Constance Hammer
Brittany Hanna
Elizabeth Harrison
Nick Holton
Coty Hoover
Kimberly Hylton
Lauren Insley
Sachin Jain
Brian Jefferis
Laura Johnson
Valerie Johnson
Reneshia Johnson
Brittany Johnson
Karen Jordan
Samantha Kalsow
Rachel Kennell
Tom Killen
Allison Kolick
Samuel Lawson
Szu-Han Lin
Lynsey Mahmood
Jennifer Manegold
Michele Martin
Cassaundra Martinez
Lyle Maryniak
Paras Mehta
Jeff Merrell
Salar Mesdaghinia
Rita Molnar
Nora Morris
Ronald Muhammad
Troy Muhammad
Rebecca Murphy
Heather Myers
Daisuke Nakama
Shawn Michael Nichols
Matt O'Connor
Margaret Ormiston
Gabrielle Ostrognay
Leslie Overmyer-Day
Barbara Patchen
Shamit Patel
Lovey Peissig
Ian Peters
Jon Pierce
Vijayakumar Pitta
Nora Polon
Yari Randall
Bertha Rangel
Denise Reed
Jackie Reisner
Lauren Rice
Meredyth Ring
Kellie Roberts
Will Robinson
Bernard Rotundo
J'Darrian Russell
Teresa Salerno
Rita Sancheti
Carson Sandy
Alok Sawhney
Candice Schaefer
Sarah Scholl

Nathan Schultz
Stacey Sekwao
Vaughn Sheahan
Elizabeth Short
Shannan Simms
Alia Smith
Tyler Smith
Shiyang Su
Shannon Sullivan
Janice Super
Alice Sylvester
Sarah Szpaichler
Jacob Taiariol
Rima Tarraf
Jayne Tegge
David Theil
Ashley Thompson
Louis To
Daniel Torres
Mai Trinh
Sean Turconi
Michael Urick
Tim Vogus
Harry Vuong
Adebesin Wasiu
Christina Waszak
Oliver Weigelt
M. Weiss
Megan Wertheimer
Amy Wester
Katie Whipple
Daniellec Wittorp
Amanda Wolcott
Hana Yaw
Irene Yenko
Jia Yu
Yiwen Zhang
Christopher Zou

New Sterling Circle Members

Katherine Klein
Simcha Ronen
Carla Shull
Amy Stewart

New Associate to Members

Johanna Seppalainen
Amanda Woller
Joel DiGirolamo
Marc Fogel